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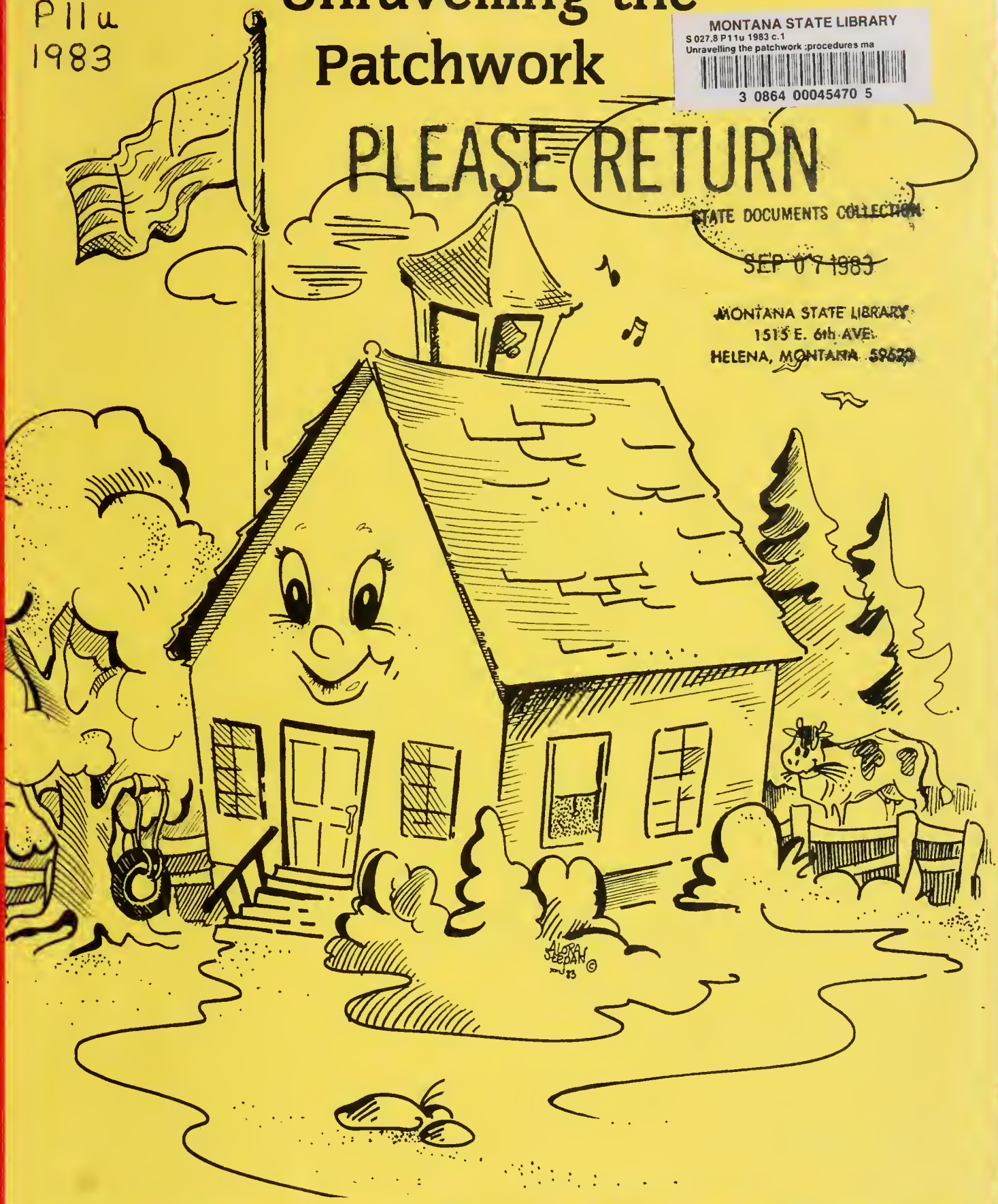

Procedures Manual for Rural Montana Schools

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Procedures Manual for Rural Montana Schools

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DEMCO 38-301

INTRODUCTION

This booklet, initiated and funded by the Rural Education Center at Western Montana College, was designed to assist rural Montana schools in establishing and maintaining library-media centers. It is based on the Guide for Montana School Libraries, published in 1969 by the Montana Office of Public Instruction, with additions to expand it and make it current.

Sally Mortier
Barbara Oriet
1983

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Virginia Hatcher
Billings, Montana

Montana State Printing Office

Oklahoma State Department of Education
"Procedures Manual for
School Library Media Centers"

Dr. Eloise Snavely
Western Montana College

Alora Stepan, artist
Butte, Montana

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BOOKS

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School Library Services

I. SCHOOL LIBRARY SERVICES

Role of the Librarian

The following are the most important of the many professional responsibilities of the school librarian:

1. Developing a media collection that contains a choice of the best library materials, including books, magazines, newspapers, pamphlets, filmstrips, films, tape and disc recordings, slides and graphic materials, globes, maps, catalogs, transparencies, program instructional materials, realia, kits, art objects, and in some cases video tape recordings and dial access programs to meet the demands of the curriculum, of pupil interests and of extracurricular activities of the school.

2. Selecting and organizing a comprehensive professional collection for the use of the teachers and the administrators.

3. Helping to coordinate the instructional program under which students are taught to find library materials and to use the library resources intelligently and effectively. Advising and consulting with teachers about library materials and their use will further such coordination.

4. Stimulating in pupils the desire to read, and guiding them to materials that will increase individual enjoyment and satisfaction and the development of critical judgment and appreciation of resources. Such guidance may be accomplished through assistance to individual pupils, through group guidance activities such as story hours, displays, exhibits and discussions about books, authors and illustrators, through the use of the audio-visual materials and through coordination of library offerings with curriculum content.

5. Making the resources of the library easily accessible in order to promote optimum use. An effective library program occurs throughout the school, not in the library quarters alone.

6. Assisting pupils and teachers to locate the less obvious library materials that will provide answers to classroom or special interest questions.

7. Introducing pupils to the resources of the community as a supplement to those of the school library as soon as possible, and cooperating with community libraries in their efforts to encourage continuing education and cultural growth.

Library Hours

The library should be open for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours.

Library Personnel

II. LIBRARY PERSONNEL

The Librarian

1. Elementary School Libraries

Current Standards for Accreditation of Montana Elementary Schools require that the elementary school central library be supervised by a trained librarian or, in small schools, by a teacher-librarian able to assist in the use of instructional materials.

404.4 Elementary schools with four or more teachers must assign a teacher with a minimum of nine credit hours in professional library training at a ratio of one full-time librarian to 800 students or a minimum of one hour per day, whichever is greater. In school districts employing a certified teacher with a library endorsement, a trained para-professional under the direct supervision of this librarian may be employed to meet this requirement.

2. High School Libraries

Current Standards for Accreditation of Montana High Schools establish the professional library training for a high school librarian. Requirements may be obtained from the High School Supervisor, Office of Public Instruction, Helena MT 59620.

404.3 In high schools, junior high schools, middle schools, and 7th and 8th grades funded at high school rates, the full-time or part-time librarian shall have a teaching certificate with a library endorsement.

a. In schools of 100 or fewer students, the librarian shall devote a minimum of 1½ hours or two periods per day in the library.

b. In schools of 101 to 300 students the librarian shall spend a minimum of three hours or three periods per day in the library.

c. In junior and senior high schools of 301 to 500 students, the librarian shall spend full-time in the library. One library aide shall be employed for each librarian, or the services of a student librarian or volunteer aide shall be available.

d. Junior and senior high schools of 501 students shall have a full-time librarian and additional librarians at the following ratio:

Enrollment	Librarian
501-1,000	1.5
1,000-1,500	2
1,500-2,000	2.5
2,000-2,500	3.

Library Aides or Volunteers

One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.

Sample tasks for volunteers:

inventory

check-out of materials and equipment

repair and upkeep of materials and equipment

clipping materials for a vertical file

typing

bookshelf building

book mending

Professional Library Training Available in Montana

Library training is available at the units of the Montana University System and at the private colleges.

Montana Library Association

Teacher-librarians are welcome as members of the Montana Library Association and its Division of School Library Media. For names of current officers of the Association, write to the Office of the Superintendent of Public Instruction, Helena MT 59620.

Library Quarters

III. LIBRARY QUARTERS

Location in the School

Every school should have a separate, central library. Insofar as possible, the library should be accessible, centrally located in the school building, near the study hall and removed from the noisy areas such as school shops and the music department.

Size of the Library

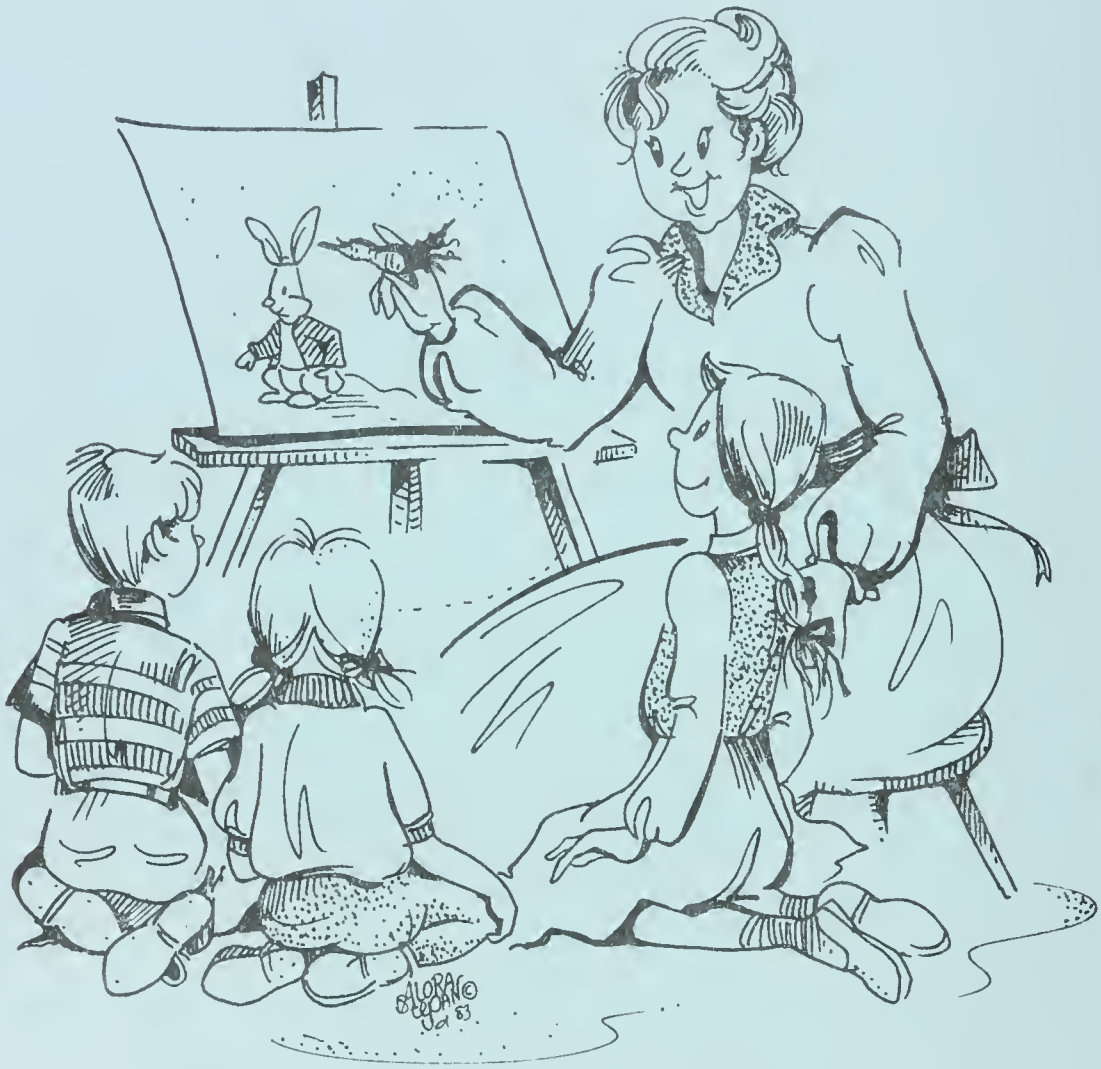
Library quarters must be large enough to house the collection of materials and to provide for the effective and convenient use of such materials. In many elementary and secondary schools a single center will effectively serve the needs of students and teachers. Floor space should be based upon forty (40) square feet per student in the library reading room. Special areas are in addition to the reading room floor space. Provisions should be made for growth of the collection and maximum furniture arrangements to meet special area needs.

404. Library Media Services, K-12
All schools shall have a centralized catalog of all the instructional media in the school, exclusive of textbooks. This collection shall include all the print and nonprint materials as well as supporting audiovisual equipment and shall be accessible to students and teachers.

Appearance, Lighting and Ventilation

The library should be functional, inviting, well ventilated, well lighted and acoustically treated. Lighting should meet the standards of state building codes. In addition, lighting should be controlled in listening and viewing areas. A sufficient number of outlets should be provided for the effective use of all equipment. Cleanliness, neatness,

use of storage facilities, effective furniture arrangements, and colorful walls, floor coverings and furnishings contribute to the attractiveness of the library. Pictures, displays and art objects help to make the library a pleasant place for study.



Shelves

1. Lighting

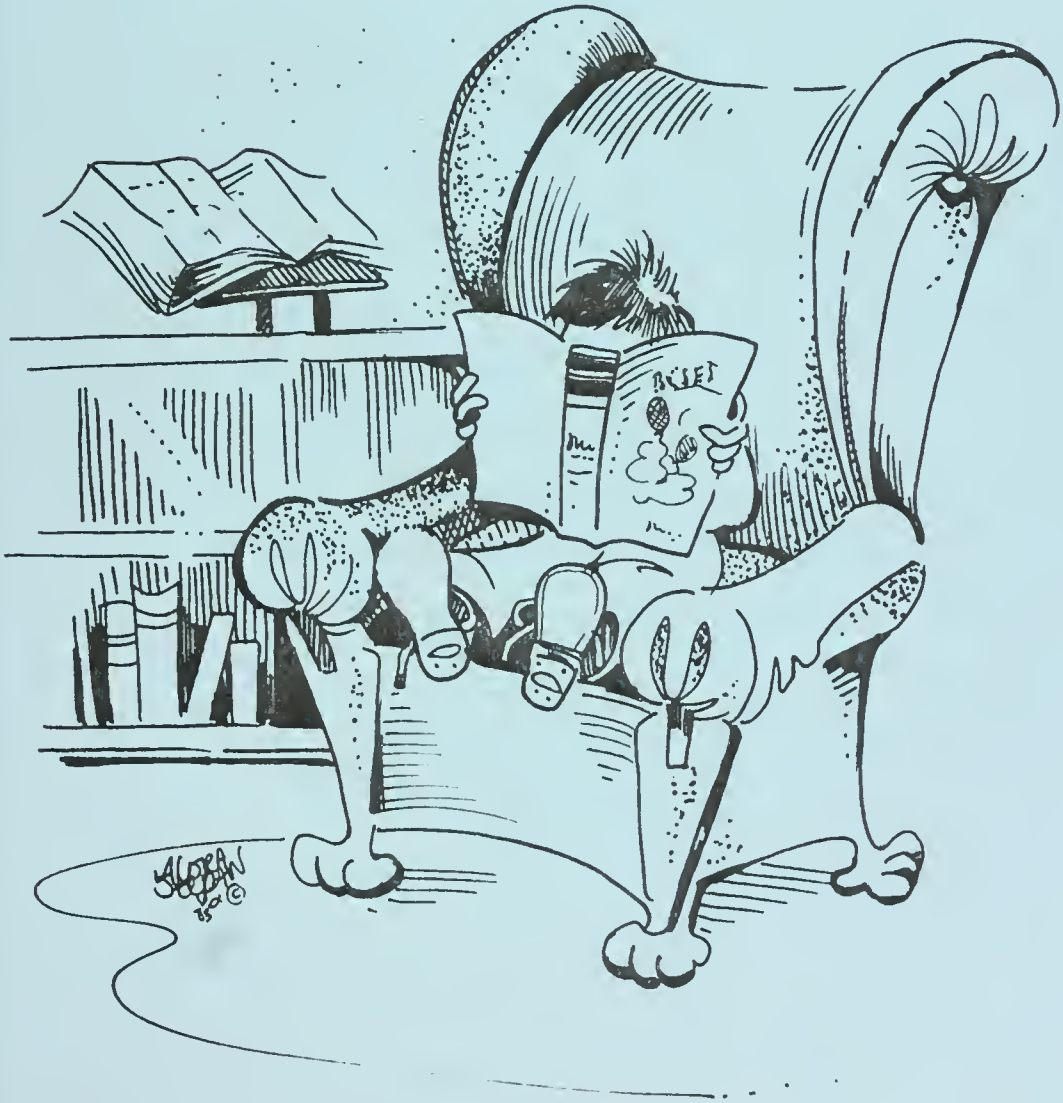
   Stack areas should be well lighted.

2. Shelving space

The aisles between shelves should be wide enough to permit easy access to materials. To estimate shelf space, allow for approximately eight standard size books per linear foot. For ease in removing and reshelving materials, shelves should be about two-thirds filled.

3. Height, depth and spacing of shelves

Shelves should allow materials to be shelved or stored easily. Also, materials must be readily visible. All shelving should be adjustable and sufficient to provide for the number and kinds of materials. Footstools should be provided for convenience inselecting materials on the upper and lower shelves.

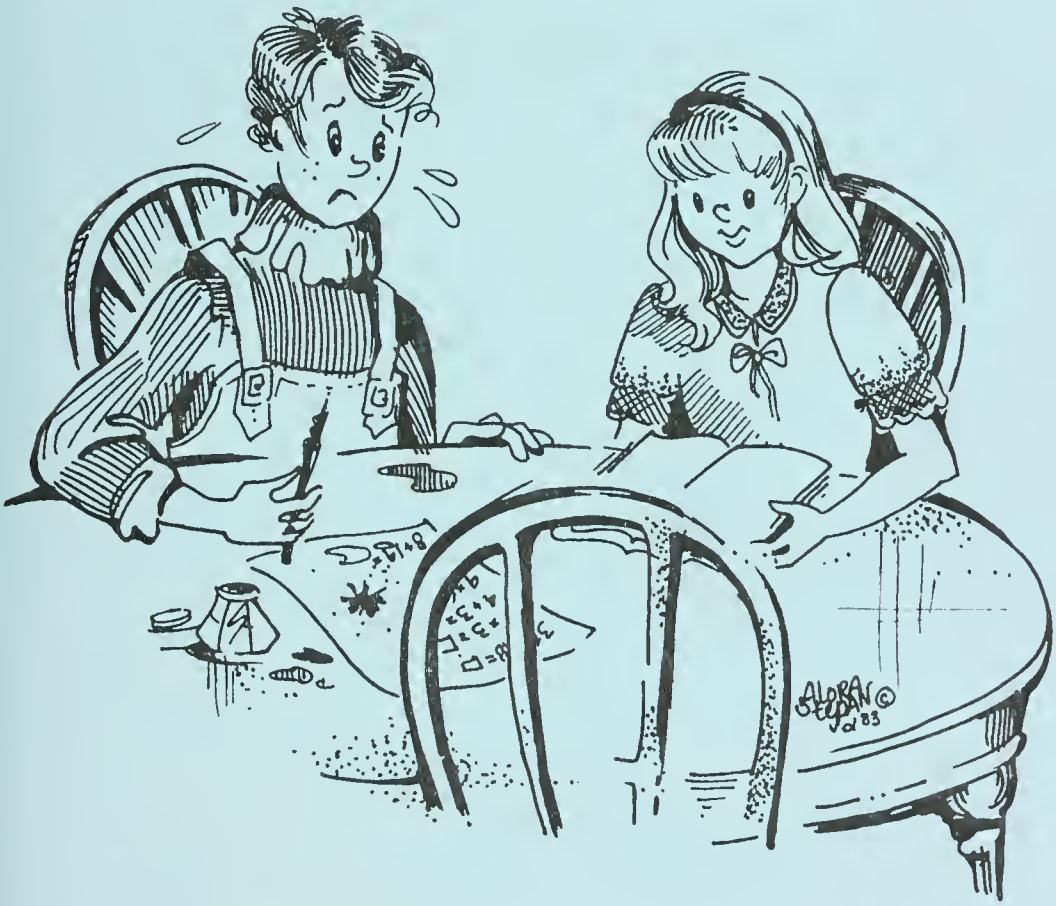


Card Catalog

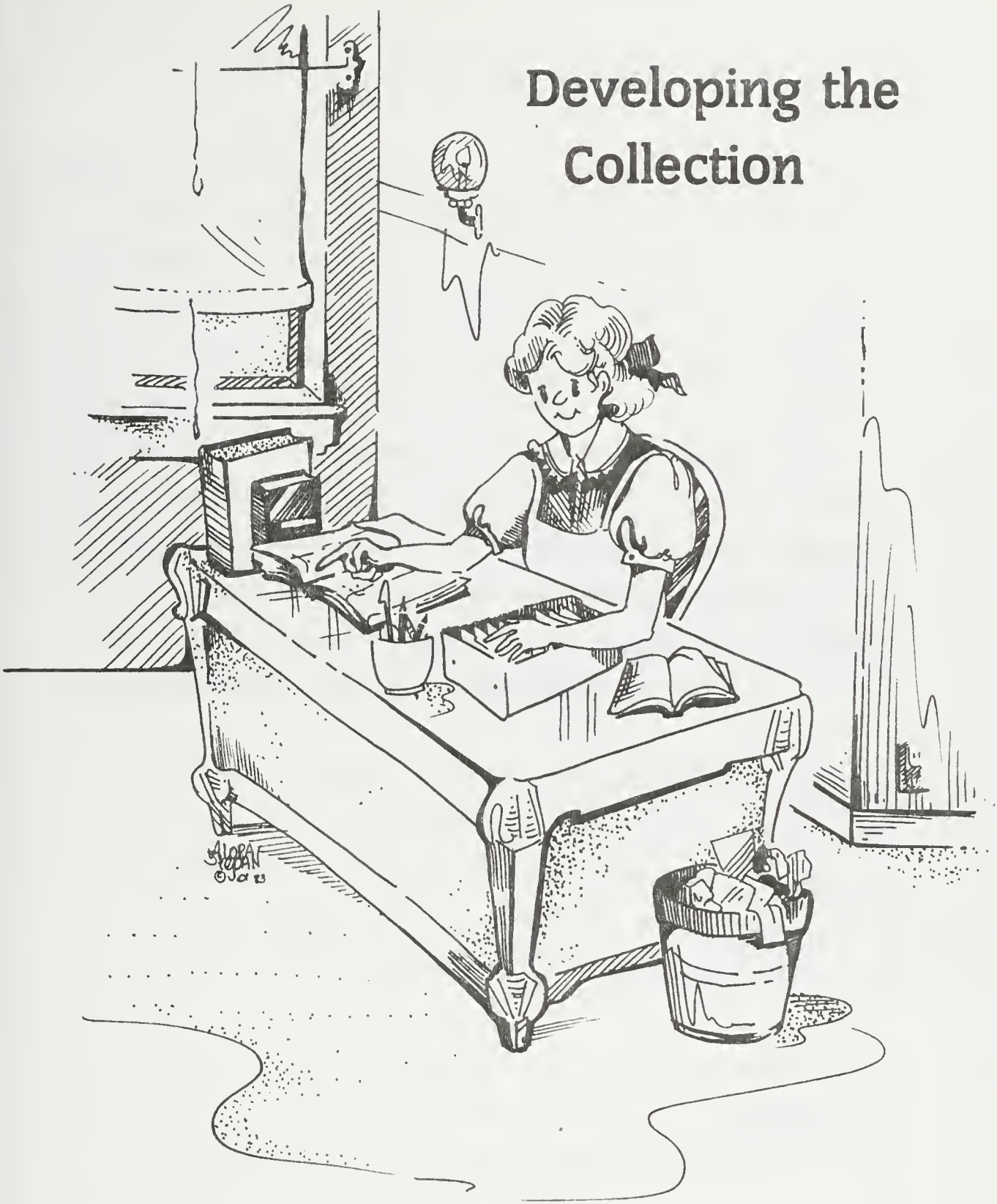
The card catalog or other indexes to the collection should be conveniently located in the reading room and placed so that the trays can be used readily by the greatest number of library patrons. Since library cards are precision cut in centimeters, catalog cases specially manufactured to hold such cards should always be purchased. Such cases, equipped with rods to hold the cards in place, are available from library supply firms. Preferably a standard sectional case should be ordered so that additional sections may be added as the collection grows.

Tables and Chairs

Tables and chairs or individual study areas should be available both for students using reference materials and for those selecting other materials. Comfortable chairs that encourage proper posture are desirable. Thirty to forty percent (30%-40%) of seating capacity is recommended for independent study.



Developing the Collection



IV. DEVELOPING THE COLLECTION

Importance of Careful Selection

Careful selection and continuous weeding are a necessity for the establishment and maintenance of a functional collection that contains the best material available with regard to both content and presentation and that is well balanced in coverage of subjects, types of materials and variety of content. All schools should have a written policy for the selection of material formulated by the school administration, library specialists and faculty, and adopted by the Board of Trustees. These policies should include School Library Bill of Rights and Freedom to Read statements as published by the American Library Association.

The fourth edition of Standards for Accreditation of Montana Schools includes the following "Required" standard:

404.2

> Each school district shall have written policies regarding the selection, use and evaluation of materials and services and procedures for handling challenged materials. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board.

The above standard is located in the section of standards of "Library Media Services, K-12". Future editions of the Standards will expand 404.2 to include all instructional materials and curriculum areas as well as library media materials.

A written materials selection policy adopted and approved by the local Board of Trustees as part of its official policies is important for reasons other than the fact it is required to meet the Standards. One finding of a 1981 survey conducted by the Association of American Publishers, the American Library Association, and the Association for Supervision and Curriculum Development was: "Administrators and Librarians reported that challenges to materials were more often overruled in schools with a formal selection policy." Another benefit of an approved comprehensive policy on selection of materials is that it provides school personnel a means to explain the school program to the community.

A comprehensive selection policy for instructional materials must consist of the following components:

Objectives:

1. Include a broad statement of the school district's goals for its educational program.
2. Specify the objectives of selection for:
   a. library media center materials.
   b. textbooks (objectives may vary from subject to subject).
   c. other instructional materials.

Responsibility for Selection:

1. Name by professional position those who have responsibility for selection of library media materials, textbooks, and other instructional materials.
2. When selecting material to use in the classroom, teachers should develop a rationale for teaching a particular work/unit. (Sample rationale forms are available.) Such a process is essential to show the relationship between the work/unit and

curriculum objectives as well as the school's philosophy and objectives. The process of developing a rationale is also an excellent public relations device to use with parents and the community to explain in a positive manner what is happening in the classroom.

3. Ultimate responsibility for selection rests, by law, with the local Board of Trustees.

Criteria:

Spell out the specific criteria used for selecting materials (i.e. literary or technical quality, appropriateness for age and grade level, accuracy, educational significance, authenticity, quality of format, favorable reviews in standard selection sources, etc.).

Procedures:

1. Describe all the steps in the selection process from the beginning to the final decision.
2. Include a partial list of selection aids/reviewing sources used.
3. List the types of materials acquired, why they are acquired, and how.
4. Specify the local policy regarding: weeding, replacing, and repairing materials.

Special Areas:

Detail local policy regarding the following: gifts, sponsored materials, professional materials, procedure for handling lost materials, etc.

Policies on Controversial Materials:

1. Draft a statement on intellectual freedom and why it should be upheld.

2. Endorse the principles in: the First Amendment, the American Library Association's (ALA) "Library Bill of Rights," and the National Council of Teachers of English's (NCTE) Students' Right to Read. (Attach copies of each to the complete policy.)

Reconsideration:

1. Establish the procedure for handling reconsideration of challenged materials.
2. Delineate every step from the initial response to the complaint through the highest appeal.

NOTE: Be sure the person challenging the material submits a written complaint. (Sample forms are available.) Second, be sure the questioned material is not removed from the school pending the final decision from the review process.

Sample selection policies and the various forms which have been mentioned previously are available from the Library Media Specialist, Office of Public Instruction, Helena, MT 59620. Assistance in writing a policy or critiquing an existing one is also available from the same source.

Faculty and Student Cooperation

Teacher and student cooperation should be solicited in developing the collection. Evaluation of materials is a continuous process. However, materials should not be ordered unless they have been reviewed in one of the standard selection aids or unless adequate evaluation of the quality of materials has been made. The librarian should keep teachers and students informed of materials added to the collection.

Selection Aids

Basic professional selection aids are listed in Appendix A. Titles that appear in these aids and on recommended lists have been professionally evaluated in comparison with other available material. The aids and recommended lists may also serve to suggest various subjects and types of material which should be included in a balanced library collection. Publishers' lists are no substitute for these standard aids and professional lists.

Balancing the School Library Collection

1. Scope of the collection

The school library collection should contain material of wide range and variety related to the curriculum, to the extracurricular activities of the school and to the personal interests of the pupils. It should include materials to support curriculum offerings in all fields, materials to aid in developing programs of the various clubs promoted by the school, material helpful in planning programs, athletic events, school social affairs, material on hobbies, leisure time activities, guidance, occupations and colleges, and both nonfiction and imaginative writings. All materials should be selected from the professional selection aids and should be the best material available for students.

The 1981 Standards for Accreditation of Montana Schools states that:

404.5

> The library media collection shall include instructional items in numbers sufficient to meet staff and student needs. (Instructional items refer to all print and nonprint media owned by the school district including reference materials, periodicals, newspapers and materials

held in the district instructional media centers.) The items shall be selected to represent as nearly as possible all areas of the curriculum at the appropriate reading level and interests of the students.

404.6

After a school library has assembled the minimum collection, the annual expenditure for the library collection, exclusive of textbooks and audiovisual materials, must meet the minimum expenditures given below:

Funding: high school, junior high school, middle school, and 7th and 8th grades funded at high school rates:

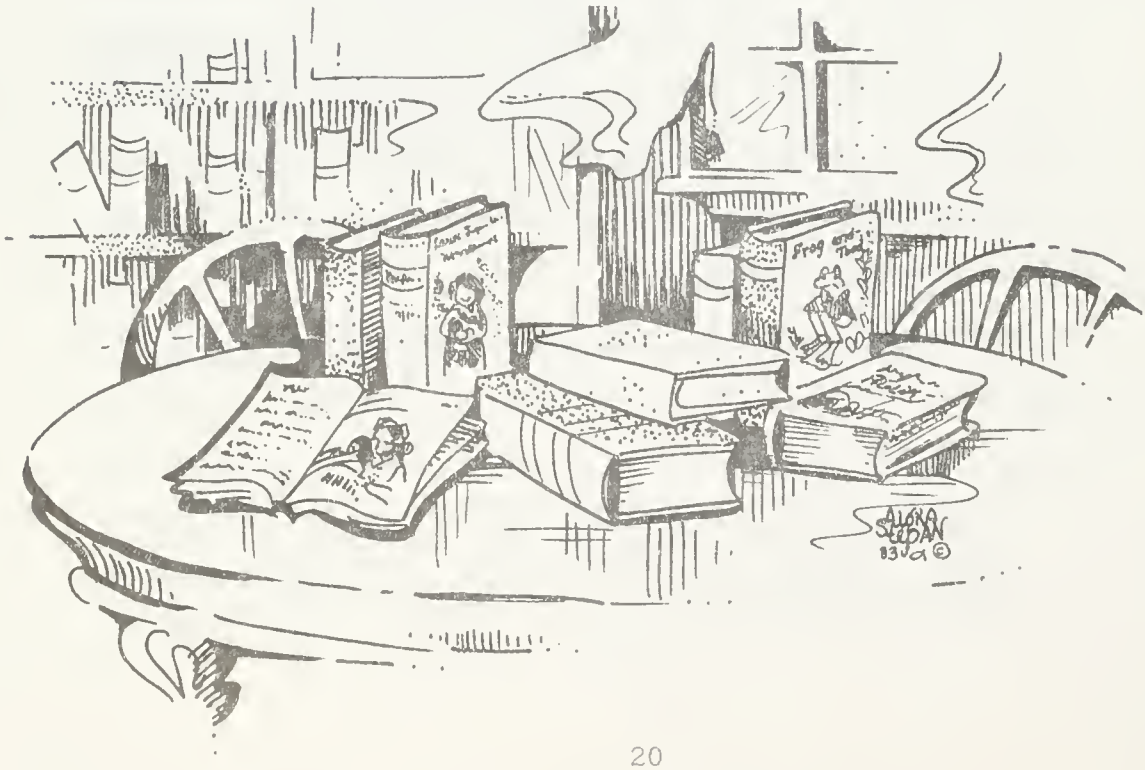
50 or fewer students	$ 900
51-100	1,440
101-200	1,800
201-500	3,600
(or $9.00 per student, whichever is greater)	
501-1,000	5,400
(or $7.20 per student, whichever is greater)	
1,001-1,800	7,200
(or $6.30 per student, whichever is greater)	
1,800 plus	10,000
(or $5.40 per student, whichever is greater)	

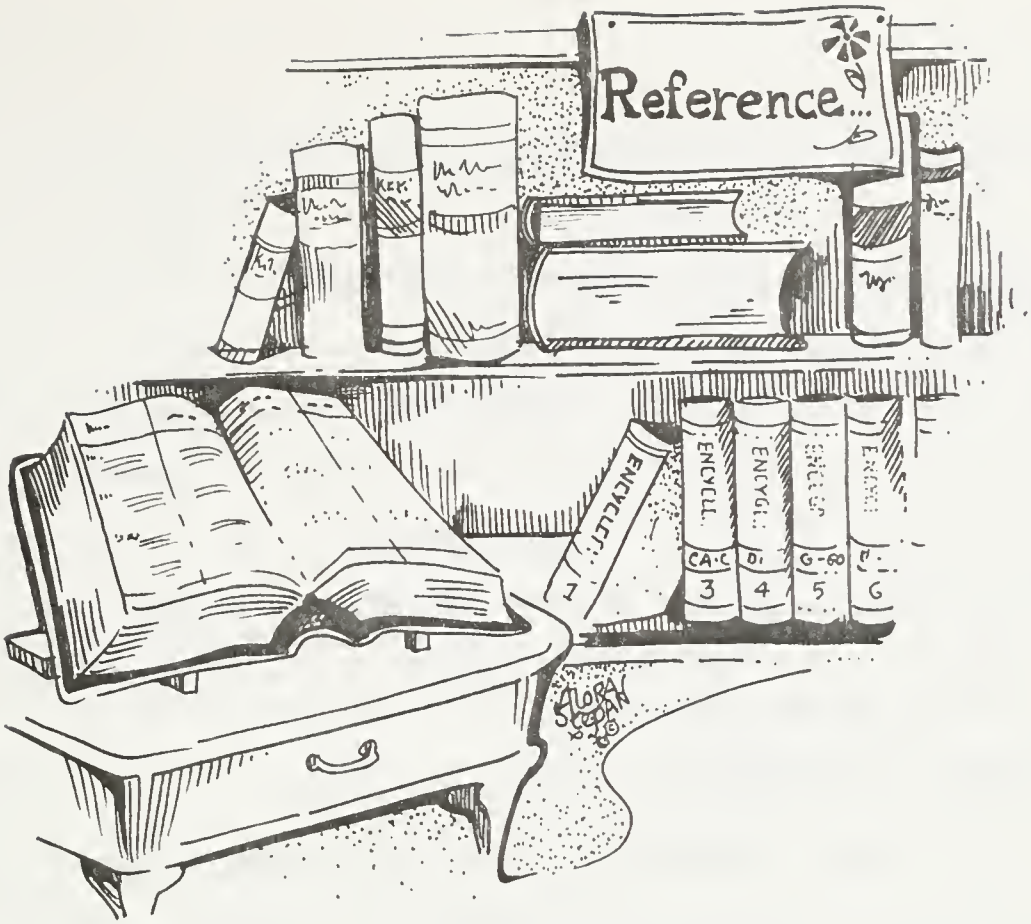
A minimum of $1.80 per student shall be expended for media software.

Funding: Elementary

300 or fewer students	$ 180
(or $8.10 per student, whichever is greater)	
Over 300	2,430
(plus $4.50 per student over 300 enrollment)	

A minimum of $1.80 per student shall be expended for media software.





5. Reference collection

a. Definition

The "reference collection" is a group of materials consulted primarily for specific information. The answering of reference questions need not, however, be confined to the use of the "reference collection"; all library materials should be used for reference work as the need arises.

b. Scope of the reference collection

The reference collection of any school library should include:

1. an unabridged dictionary,
2. several abridged dictionaries,
3. an encyclopedia for an appropriate age level with copyright date within the last five years,

4. an almanac,

5. an atlas,

6. a biographical dictionary,

7. and periodicals.

The book selection aids listed in Appendix A include recommendations for additional reference materials. Among the more useful of these are specialized dictionaries, year books and handbooks, short story, play and poetry indexes, books of quotation and individual volumes on varied subjects.

c. Selection of reference material

Consultation of professional aids is imperative in the selection of reference materials because mistakes in this field are expensive. The Booklist, American Library Association (see Appendix A), contains recommendations based on detailed evaluative criteria and is especially helpful in choosing reference books. Reference Books for Small and Medium-sized Libraries (ALA), Recommended Reference Books for Small and Medium-sized Libraries and Media Centers (Bohdan Wynar), and Guide to Reference Books for School Media Centers (Christine Wynar) are all valuable selection aids. Reference materials should be judged by the following criteria:

Is the content accurate?

Is the material up-to-date?

Is the point of view fair and unbiased?

Is the material organized clearly and logically?

Is the style appropriate to the level of the intended reader?

d. The following list represents reference books highly recommended by at least two selection aids and recommended books on Montana.

REFERENCE BOOKS

CHILDCRAFT: THE HOW AND WHY LIBRARY. 1974 ed. Field Enterprises; dist. by World-Childcraft International c 1976.

COMPTON'S ENCYCLOPEDIA AND FACT-INDEX. Compton, F.E., Benton W. c 1979.

NEW BOOK OF KNOWLEDGE. Grolier c 1979. Also available in Spanish edition.

WORLD BOOK OF ENCYCLOPEDIA. EDITORIAL DIRECTOR: W.H. NAULT. World Book-Childcraft International Inc. 1979.

BIBLE. ENGLISH. REVISED STANDARD. 1973. Common Bible with the Apocrypha/Deutercanonical books. Collins 1973.

BULFINCH, THOMAS. Bulfinch's mythology; the age of the fable; the age of chivalry; Legends of Charlemagne; illus. By Elnore Blaisdell. Crowell n.d. 957 p.

GUINNESS BOOK OF WORLD RECORDS, by Norris McWhirter. Sterling c 1962- v illus annual.

UNITED STATES. BUREAU OF THE CENSUS. Pocket data book, USA. 1976. U.S. Govt. Printing Office.

BOY SCOUTS OF AMERICA. Scout Handbook 8th ed. Boy Scouts of America c 1972. 480 p. col illus.

DISCOVERING NATURAL SCIENCE: AN INTRODUCTORY DICTIONARY. Editorial Director: Paul E. Klinge. Executive Editor: Leo Charles Fay. Encyclopedia Britannica Educational Corporation. c 1971. 568 p. col illus.

RAND MCNALLY AND COMPANY. Rand McNally atlas of world wildlife. With a forward by Juliam Huxley. Rand McNally c 1973. 108 p. col illus.

DAVIS, MARILYN KORNREICH. Music dictionary, by Marilyn Kornreich Davis in collaboration with Arnold Broido, illus. by Winifred Greene. Doubleday c 1956. 63 p.

DIAGRAM GROUP. Way to play: the illustrated encyclopedia of the games of the world. Paddington Press c 1975. 320 p. illus.

MENKE, FRANK G. Encyclopedia of sports. Rev. by Suzanne Treat. 5th ed. Barnes c 1975. 1125p.

BARTLETT, JOHN, COMP. Familiar quotations; a collection of passages, phrases and proverbs traced to their sources in ancient and modern literature. 14th ed. Little, Brown c 1968. 1750 p.

WEBSTER'S NEW GEOGRAPHICAL DICTIONARY. Merriam c 1972 1370 p.

GOODE, JOHN PAUL. Goode's world atlas; ed. by Edward B. Espenshade, Jr.; Joel L. Morrison, associate editor. 15th ed. Rand McNally 1978. 372 p.

GRANT, BRUCE. Cowboy encyclopedia; the old and new West from the open range to the dude ranch; illus. by Jackie & Fiore Mastri; cover by Clark Bronson. Rand McNally c 1951. 160 p.

SCHILLER, ANDREW. In other words; a beginning thesaurus; by Andrew Schiller and William A. Jenkins. Rev ed. Lothrop, Lee & Shapard 1977. 240 p. col illus.

HOFFMAN, MIRIAM. Authors and illustrators of children's books: Writings on their lives and works, by Miriam Hoffman and Eva Samuels. Bowker c 1972. 471 p.

KANE, JOSEPH NATHAN. Facts about the Presidents. Ace Books 1976. 698 p. illus.

CURRENT BIOGRAPHY YEARBOOK, 1940. Editor: Charles Mority; Associate Editors: Evelyn Lohr, Henry Sloan and Kieran Dugan. Wilson, H.W. c 1967. 499 p. illus annual.

DE MONTREVILLE, DORIS. Third book of junior authors by Doris DeMontreville and Donna Hill. Wilson, H.W. c 1972. 320 p. illus.

WEBSTER'S BIOGRAPHICAL DICTIONARY. Merriam c 1972. 1697 p. (A Merriam-Webster).

KRYTHE, MAYMIE R. What so proudly we hail; all about our American flag, monuments and symbols. Harper & Row c 1968. 278 p.

EARLE, OLIVE L. State birds and flowers. Rev. ed. Morrow c 1976. 64 p. illus maps.

SMITH, WHITNEY. Flag book of the United States; illus. by Louis Loynes & Lucien Philippe. Rev. ed. Morrow c 1975. 306 p. col. illus.

GRANT, BRUCE. American Indians, yesterday and today; a profusely illustrated encyclopedia of the American Indian; illus. by Lorence F. Bjorkland, Rev. ed. Dutton 1960. 352 p. illus.

KLEIN, BERNARD, ED. Reference Encyclopedia of the American Indian. Bernard Klein and Daniel Icolari, editors; with an introduction by Robert L. Bennett Klein. c 1967. 536 p.

MONTANA IN MAPS: Montana State University, Research and Endowment Foundation, 1962.

CARPENTER, ALAN. Montana: From Its Glorious Past to the Present (Enchantment of America Series) Children's Press, 1968.

JOHNSON, DOROTHY. Montana (States of the Nation Series). Coward, 1970.

HENRY, RALPH. Our Land, Montana. Rev. ed. State Pub., Helena 1972.

HENRY, RALPH. Treasure State: The State of Montana for Junior Montanans. 6th ed. State Pub., Helena 1972.

MONTANA ALMANAC. University of Montana Press, Missoula 1958. Supplement.

HENRY, RALPH. The People of Montana. State Pub., Helena 1958.

CRAIGHEAD, JOHN et al. Field Guide to Rocky Mountain Wild Flowers. Houghton, 1963. (Peterson Field Guide Series).

6. <u>"Sets" and "series" and book club selections</u>

No consideration should be given to the purchase of "sets" or "series" or book club selections unless they:

a. Serve the age level of the pupils;

b. Do not duplicate titles already in a small collection;

c. Do not include materials of limited usefulness;

d. Do not require subscription to any part of the works before publication;

e. Have a professional review available for the individual titles.

7. Periodicals

a. Scope of the periodical collection in the school library: Standards for Accreditation of Montana Schools state that the periodical collection of the central library should include periodicals of appropriate age level.

In addition to general and literary or book reviewing periodicals, high school collections should contain special periodicals selected to represent as nearly as possible all subject areas. The Readers' Guide to Periodical Literature or the Abridged Readers' Guide should be regarded as standard equipment in Montana high schools.

b. Selection of periodicals

Magazines are a primary source of information about current events and should be selected as carefully as other materials. The periodical collection should be suffici-

ently varied to meet the needs of the curriculum and the non-academic interests of the students. Magazines should also be selected to meet the professional needs of the teachers. Periodicals chosen to meet minimum requirements for high school libraries should be those included in the Abridged Readers' Guide to Periodical Literature or Readers' Guide to Periodical Literature. Periodicals may be selected from The Elementary School Library Collection (Phases 1-2-3, edited by Mary Gaver) and Periodicals for School Libraries: A Guide to Magazines, Newspapers, and Periodical Indexes, compiled by Marian H. Scott, American Library Association.

The following periodicals are highly recommended for elementary schools:

ANIMAL KINGDOM: THE MAGAZINE OF THE NEW YORK ZOOLOGICAL SOCIETY.

New York Zoological Society 185th Street and Southern Blvd. New York NY 10460	Primary $8.95

ARTS AND ACTIVITIES: THE TEACHERS' ARTS AND CRAFTS GUIDE.

Publishers' Development Corporation 591 Camino de la Reina Suite 200 San Diego CA 92108	Upper Elementary $15.00

BASEBALL DIGEST.

Norman Jacobs Publishing Company 1020 Church Street Evanston IL 60201	Upper Primary $7.00

BOYS' LIFE; FOR ALL BOYS

G.S. Barton & Co. PO Bx 61030 Dallas TX 75261	Primary (1-3) $7.20

CHILD LIFE

Saturday Evening Post 1100 Waterway Blvd. PO Bx 567B Indianapolis IN 46205	Middle Grades (4-6) $10.95

CHILDREN'S PLAYMATE		
	Saturday Evening Post 1100 Waterway Blvd PO Bx 567B Indianapolis IN 46206	Primary (1-3) $10.95
DAISY		
	Girl Scouts of the United States of America 830 Third Avenue New York NY 10022	Upper Primary $5.95
EBONY JR.		
	Johnson Publishing 820 S Michigan Avenue Chicago IL 60605	Upper Primary $16.00
HIGHLIGHTS FOR CHILDREN		
	Highlights for Children, Inc. 2300 W 5th Avenue PO Bx 269 Columbus OH 43216	Upper Primary $14.95
HUMPTY DUMPTY'S MAGAZINE FOR LITTLE CHILDREN		
	Parents' Magazine Enterprises, Inc. 52 Vanderbilt Avenue New York NY 10017	Kindergarten- Lower Primary $9.95
INTERNATIONAL WILDLIFE		
	National Wildlife Federation 8925 Leesburg Pike Vienna VA 22180	Upper Primary $10.95
JACK AND JILL: THE MAGAZINE FOR BOYS AND GIRLS		
	Saturday Evening Post, Inc. 1100 Waterway Blvd. PO Bx 567B Indianapolis IN 46206	Upper Primary $10.95
JUNIOR SCHOLASTIC		
	Scholastic Corporation 50 W 44th Street New York NY 10036	Mature Readers in 6th $1.95
NATIONAL GEOGRAPHIC MAGAZINE		
	National Geographic Society PO Bx 2895 Washington DC 20013	Upper Elementary $15.00
PACK-O-FUN		
	Pack-O-Fun 14 Main Street Park Ridge IL 60068	Upper Primary $6.00

POPULAR SCIENCE MONTHLY
Times Mirror Magazine
Subscription Dept.
Boulder CO 80322
Upper Elementary
$13.95

PET NEWS
Educational Pet Journal, Inc.
44 Court Street
Brooklyn NY 11202
Middle Grades (4-6)
$12.00

RANGER RICK'S NATURE MAGAZINE
National Wildlife Federation
8925 Leesburg Pike
Vienna VA 22180
Upper Primary
$10.50

SCHOLASTIC SPRINT
Scholastic Magazines, Inc.
50 W 44th Street
New York NY 10036
Middle Grades (4-6)
$6.00

SCIENCE NEWS
Science Service, Inc
231 W Center Street
Marion OH 43302
Middle Grades (4-6)
$27.50

SMITHSONIAN
Smithsonian Association
900 Jefferson Drive
Washington DC 20560
Mature Readers in 6th
$17.00

TIME: THE WEEKLY NEWSMAGAZINE
Time, Inc.
3435 Wilshire Blvd.
Los Angeles CA 90010
Middle Grades (4-6)
$41.00

U.S. NEWS & WORLD REPORT
U.S. News & World Report, Inc
9465 Wilshire Blvd.
Beverly Hills CA 90212
Mature Readers in 6th
$36.00

WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE
American Indian Historical Society
1451 Masonic Avenue
San Francisco CA 94117
Middle Grades (5)
$6.50

ZOONOOZ
Zoological Society of San Diego
PO Bx 551
San Diego CA 92112
Middle Grades
$8.00

c. Back issues of periodicals that are frequently used should be retained for five years.

MAPS (Hatcher)

In the public or academic library, the map collection (except for reference section) is not likely to be large because there is little call for such material that cannot be met through normal channels.

For most libraries, acquisition is limited to approved atlases, some individual maps and globes, and possibly kits to be employed in geography lessons. Purchase is made through large map publishers such as Rand McNally or Hammond. Except for special map-library requirements, criteria for selection of other media are applicable.

Map Criteria

1. How are maps going to be used by the faculty, students or possibly the general public?

   Audience is a major factor, possibly even more than with some other media because user's need will dictate both the number and the types of maps purchased.

2. Difficulty of Media
3. Price
4. Format
5. Timeliness
6. Curriculum Support
7. Demand
8. Size and Ease of Handling
9. Color
10. Legibility
11. Suitability for Students
12. Detail and Accuracy

Types of Maps

1. Pictorial Map

   Designed to assist young children in recognizing and naming geographic features.

2. Contour Maps or Relief Maps

   Three dimensional land formation from data supplied in flat contour maps (may be purchased in kit form).

3. Filmstrips

   White-line outline maps that permit projection on dark chalkboards for tracing.

4. Floor Maps

   Large activity-oriented maps used for teaching abstract concepts, geographic, economic and cultural. Student can apply paint, yarn, crayons and other materials directly to the map.

5. Wall Maps

   Designed to provide opportunities for a number of students to study graphic data simultaneously. Most wall maps range in width between 40 and 60 inches. Too much detail makes them hard to see and read.

   Value: Variety available - physical, political, relief or simulated relief can be obtained for almost any portion of the world.

   Colored literary or language maps pictorialize the writings and language of different countries.

   Specialized maps are also available.

6. Chalkboard Outline Maps

   Have a surface that may be written on with chalk and then

erased. They have clear outlines and few colors, usually black or light green with blue oceans.

7. Outline Maps

   Provide a medium on which to record and fill in geographical data for individualized use.

8. Atlases, Slides and Transparencies

   Flat maps for individual student reference and study come in books of maps called atlases. They cover a wide range of materials such as world, regions, historical periods or one very specialized subject, such as rare metal deposits. These maps are often in great detail.

Map Sources

1. U.S. Government has a map listed for almost every need from local bay rivers to Mars. They are listed in:

   John Andriot's Guide to U.S. Government Maps

   McClean Index, 1975, 2 volumes

   Monthly catalog of the U.S. Government Publications

2. Local Maps - Free

   Chamber of Commerce

   City Planning Office

3. State Level

   State Library

4. On-Going Information on Maps

   Bulletin of the Special Libraries Association and Map Division

5. International Maps and Atlases in Print

Second Edition

New York R.R.

Bowker 1976

8000 maps listed from more than 700 publishers

6. National Geographic Index

GLOBES

Globe Criteria

1. Size and Legibility

Suitable range from 8 - 25 inches in diameter. Political geography should be 12 - 16 inches in diameter or larger. Marking globes should be 24 inches in diameter.

Legibility in regard to the amount of detail, size, and style of lettering and combinations of colors used.

2. Detail and Simplicity

Primary Grades - simplified, markable globe with minimum detail.

Upper Grades - more detail is appropriate but never so much as to obscure information portrayed.

3. Color Symbols

Should distinguish political divisions; elevation and land/water differences:

Blue - usually water

White - continental shelf

Green - low lands

Yellow, Red, Orange and Brown - progressively higher elevations.

Beginner Globe - usually 2-3 colors

Intermediate Globe - usually 4-5 colors

Regular Globe - usually 10-12 colors

If colors are unduly brilliant, they are harder to read than more subdued hues.

MAPS AND GLOBES

Aero Service Corporation
210 E Courtland Street
Philadelphia PA 19120

Benefit Press
10300 W Roosevelt Road
Westchester IL 60153

Denoyer-Geppert Company
5235 Ravenswood Ave
Chicago IL 60640

Hammond, Inc.
515 Valley Street
Maplewood NJ 07040

Rand McNally & Company
8255 Central Park Ave
Skokie IL 60076

National Geographic Society
17th & M Street NW
Washington D.C. 20036

American Map Company
1926 Broadway
New York NY 10023

George F. Cram Company
301 S La Salle
Indianapolis IN 46206

Farquhar Transparent Globes
5007 Washington Ave
Philadelphia PA 19143

Hubbard Scientific Company
PO Bx 442
Northbrook IL 60062

Mead Educational Services
1391 Chattahoochee Ave
Atlanta GA 30318

A.J. Nystrom & Company
3333 Elston Ave
Chicago IL 69618

Tanzer Multi Maps
RD 3 Shenandoah Road
Hopewell Junction
New York NY 12533

Trippensee Planetarium Co.
301 Cass Street
Saginow MI 48602

Seavey, Charles A. "An Inexpensive Map Collection" School Library Journal. August 1980 42p.

A short summary of how, what and how much to order from the U.S. Geological Survey for a nice compact but versatile map collection for a small library.

School libraries should provide a basic map collection for use for teachers and students alike. Maps are colorful, highly informative, and well worth the price.

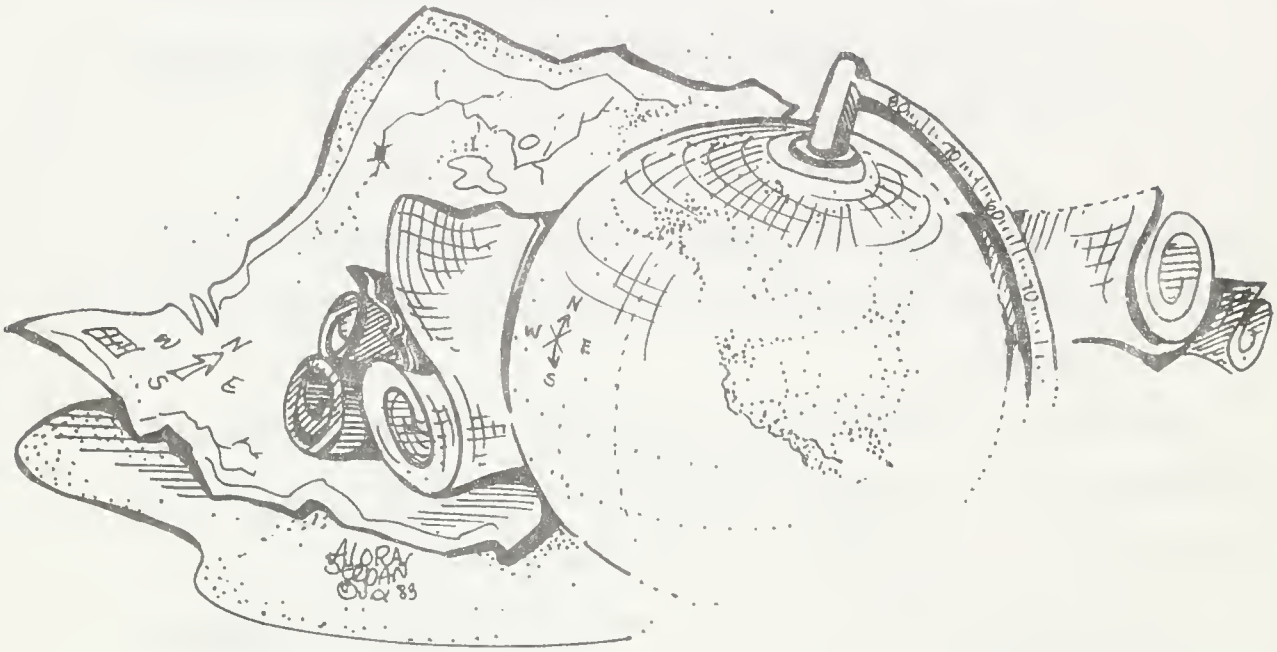
Libraries can acquire a basic map collection by writing the U.S. Geological Survey to request a current Index to Topographic Maps of your particular state. The Index is free, and once you have it you have the key to your basic state and local map collection. The Index is published annually and lists the date of each sheet along with the title. Prices of maps range from $1.25 for a single sheet map to $72.50 for a complete map collection.

Libraries located east of the Mississippi (including Minnesota), write:

Distribution Section
U.S. Geological Survey
1200 S Eads Street
Arlington VA 22202

For those west of the Mississippi:
Distribution Section
U.S. Geological Survey
Box 25286 Federal Center
Denver CO 80225

In Alaska write:
Distribution Section
U.S. Geological Survey
310 First Avenue
Fairbanks AK 99701



Most Important Types of Information Made Available on Maps and Globes

1. Surface features: rivers, plains, mountains and other land and water forms.
2. Places and their directions or distance from each other.
3. Scientific data: ocean currents or geological formations.
4. Social or cultural data, such as population or language patterns.
5. Political data: boundaries between states or countries, types of government, or election results.
6. Historical changes: political subdivisions, often in a series of maps or globes.

7. Economic data: industrial production, agricultural products, international trade and population.

Types of Globes (specific types)

1. World globes
2. Celestial globes
3. Globes of the planets and stars

8. Audiovisual Materials

a) Selection of materials requires careful and critical evaluation. Consideration should be given to the knowledge of the groups using the materials, the purposes and objectives for which they are to be used, the curriculum and the relationship to other materials.

Evaluating materials involves:

1. Preliminary information, searching
2. Previewing, auditioning or reviewing
   a. Does the item deal with significant content?
   b. Is the item educationally sound?
   c. Is the item technically sound?
   d. Is it worth the money it costs and the time and effort required to use it? Would a less expensive item produce similar results?
3. Testing through actual classroom tryouts
4. Recording appraisals or evaluations

9. Vertical File

A vertical file can contain pictures, maps, newspaper clippings, magazine articles, and pamphlets on many different subjects. These materials are placed in folders and arranged alphabetically according to subject. They provide a source of information for students and teachers that supplements books and audiovisual materials. Often the vertical file contains up-to-date information that cannot be found elsewhere.

10. Materials of Definite Local-Reference Appeal

Owing to the limited appeal of materials with a definite local frame of reference, reviews frequently are unavailable for these materials. However, some of these materials obviously belong in the local school library. In selecting, the school librarian must be guided by local needs and by the recommendations of people acquainted with the materials. The Montana State Library compiles and frequently revises selected lists of Montana books.

11. Gifts

Gifts to the library should be encouraged, but should be accepted only if they are approved by the librarian and meet the standards used for the selection of materials purchased. Free, unsolicited materials should be critically reviewed before they are added to the library collection.

Standards

STANDARDS FOR ACCREDITATION FOR MONTANA SCHOOLS
Fourth Edition
ALORA CEDAR
© 83

The following recommendations pertain to rural school needs. They are based on the 1975 national standards for school media programs published by the American Library Association and the Association for Educational Communications and Technology.

There should be 40 media items (print and nonprint) per user:

Books: 16-24 per user

Visual Materials:

Filmstrips, 1-4 items per user

Slides and Transparencies, 4-12 items per user

Graphics (posters, art and study prints, maps and globes), 1-2 items per user

Fourth Edition

STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS

Minimum

years. All instructional materials must be sequential and, in addition, must be compatible with previous and future offerings.

404. **Library Media Services, K-12**

(1) All schools shall have a centralized catalog of all the instructional media in the school, exclusive of textbooks. This collection shall include all the print and nonprint materials as well as supporting audiovisual equipment and shall be accessible to students and teachers.

(2) Each school district shall have written policies regarding the selection, use and evaluation of materials and services and procedures for handling challenged materials. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board.

(3) In high schools, junior high schools, middle schools and 7th and 8th grades funded at high school rates, the full-time or part-time librarian shall have a teaching certificate with a library endorsement.

(a) In schools of 100 or fewer students, the librarian shall devote a minimum of 1½ hours or 2 periods per day in the library.

(b) In schools of 101 to 300 students the librarian shall spend a minimum of 3 hours or 3 periods per day in the library.

Recommended

The board of public education encourages schools to offer family life and human sexuality programs for all grades K-12. The goal of such programs is to develop in concert with parents, churches, community organizations, and youth, sources of information and discussion which will help students confront the physiological, psychological, social, and ethical implications of human sexuality.

Specific goals should be clearly explicated for each locality and should include information which will assist young people in understanding and integrating into their lives self-respect, mutual respect, consideration of the needs of others, affection and love, variety of family structures and roles of family members, male and female roles in society, communication skills, peer relationships, clarification of personal values and goals, and the consequences and implications of behavior.

The board of public education recommends that all schools shall have centralized all the instructional media in the school, exclusive of textbooks. This collection should include all the print and nonprint materials as well as supporting audiovisual equipment and shall be accessible to teachers and students. This collection should be organized according to accepted library practice and shall be readily available to the students.

Policies should be reviewed annually by the school board and made available to employees and patrons of the school district.

Minimum

(c) In junior and senior high schools of 301 to 500 students, the librarian shall spend full-time in the library. One library aide shall be employed for each librarian, or the services of a student librarian or volunteer aide shall be available.

(d) Junior and senior high schools of 501 students shall have a full-time librarian and additional librarians at the following ratio:

Enrollment	*Librarian*
501 to 1,000	1.5
1,000 to 1,500	2
1,500 to 2,000	2.5
2,000 to 2,500	3

One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.

(4) Elementary schools with four or more teachers must assign a teacher with a minimum of nine credit hours in professional library training at a ratio of one full-time librarian to 800 students or a minimum of one hour per day, whichever is greater. In school districts employing a certified teacher with a library endorsement, a trained para-professional under the direct supervision of this librarian may be employed to meet this requirement.

(5) The library media collection shall include instructional items in numbers sufficient to meet staff and student needs. (Instructional items refer to all print and nonprint media owned by the school district including reference materials, periodicals, newspapers and materials held in the district instructional media centers.) The items shall be selected to represent as nearly as possible all areas of the curriculum at the appropriate reading level and interests of the students.

(6) After a school library has assembled the minimum collection, the annual expenditure for the library collection, exclusive of textbooks and audiovisual materials, must meet the minimum expenditures given below:

Recommended

The board of public education recommends that after the school library has once assembled the minimum collection, the annual expenditure for books and periodicals, exclusive of textbooks and audiovisual materials, should meet the minimum expenditures given below:

Minimum

Funding: high school, junior high school, middle school and 7th and 8th grades funded at high school rates:

50 or fewer students	$ 900
51-100	1,440
101-200	1,800
201-500	3,600
or $9 per student, whichever is greater.	
501-1,000	5,400
or $7.20 per student, whichever is greater.	
1,001-1,800	7,200
or $6.30 per student, whichever is greater.	
1,800 +	10,800
or $5.40 per student, whichever is greater.	

A minimum of $1.80 per student shall be expended for media software.

Funding: Elementary

300 or fewer students—$8.10 per student or $180, whichever is greater.
Over 300—$2,430 plus $4.50 per student over 300 enrollment.

A minimum of $1.80 per student shall be expended for media software.

(7) The staff shall provide students with instruction in the use of the media.

(8) Provision shall be made for work areas and individual study areas for viewing, listening and recording.

(9) The library shall be open on all instructional days for student and teacher use during all periods of the school day as well as immediately preceding the following regular school hours.

06. Guidance and Counseling, High School, Junior High School, Middle School and 7th and 8th Grades Funded at High School Rates.

(1) Each full-time counselor and part-time counselor shall have a valid Montana teaching certificate and have at least 30 quarter (20 semester) hours preparation in guidance. (Effective for the 1986-87 school year, a counselor will need an endorsement based on a minimum of a minor and three years experience as a certified classroom teacher.)

Recommended

Funding: high school, junior high school, middle school and 7th and 8th grades funded at high school rates:

50 or fewer students	$1,440
51-100	2,160
101-200	2,700
201-500	5,400
or $12.60 per student, whichever is greater.	
501-1,000	8,100
or $10.80 per student, whichever is greater.	
1,001-1,800	10,800
or $9 per student, whichever is greater.	
1,800 +	16,200
or $7.20 per student, whichever is greater.	

The board of public education recommends that a minimum of $5.40 per student should be expended for media software.

The board of public education recommends that a minimum of $5.40 per student should be expended for media software.

The board of public education recommends that the library should be made available for use by students, staff and the general public in the evenings and at other times when such use does not conflict with the regular instructional program.

POLICIES
AND
STANDARDS

FOR THE ACCREDITATION
OF

E L E M E N T A R Y S C H O O L S

COMMISSION ON SCHOOLS
NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGE
G. Don Fossatti, Executive Director
Blue Mountain Community College
Pendleton, Oregon 97801

Para-professionals and teacher-aides, as defined in Standard IV #15, shall be actively engaged in an in-service program that is designed specifically to improve education competencies in their job responsibilities.

STANDARD VI - INSTRUCTIONAL MEDIA SERVICES

inciple: Effective use of the learning media center enables pupils and aff to facilitate and improve the learning process.

andards:

. The school instructional media center, headed by a media specialist, shall offer a comprehensive program of services to children and teachers - such as story hour activities; teaching of media skills; checking out books; opportunities for independent study; group research; browsing; use of printed and audio-visual materials; and providing curricular materials

2. Physical facilities shall include a space or spaces, readily accessible to pupils, attractive in appearance, properly lighted, fitted with suitable equipment, and with floor space to provide for a minimum of 40 pupils at one time, adequate space for storage and workroom and for other areas appropriate to a media center.

3. Schools with fewer than 12 full-time teachers shall employ a professionally qualified media specialist who shall spend half-time or more in the school. Schools with 12 or more full-time teachers shall employ a full-time, professionally qualified media specialist. Schools with 30 or more full-time teachers shall employ additional media staff - professional and/or clerical. When the number of full-time teachers is 20 or more but fewer than 30, schools shall employ at least half-time clerical help in addition to the media specialist. With 30 or more teachers, this clerical help shall be full-time.

4. Provision shall be made for adequate and appropriate learning materials and equipment for all levels and areas of instruction in the school.
   a. Basic criteria for evaluation of media and materials shall be as follows:
      (1) Materials shall provide opportunities for children to learn through doing.
      (2) Materials shall be used in a variety of ways and by children at different developmental levels.
      (3) Materials shall provide for individual and group use, interaction, and problem-solving.
      (4) Materials shall be safe, well constructed, and attractive.
   b. Media and materials that are representative of these criteria are as follows:
      (1) Indoor:
         (a) blocks (large hollow blocks and unit blocks)
         (b) art easels and brushes
         (c) art materials such as paint, clay, collage junk, paste, and scissors
         (d) tools
         (e) terrarium and/or cages for small animals
         (f) scales

(g) puzzles, games, flannel boards, counting boards, chalk boards, and magnetic boards
(h) experience charts
(i) books, including a wide variety of picture books
(j) record player and records
(k) tape player and tapes
(l) filmstrip projector and filmstrips
(m) cameras
(n) housekeeping equipment (such as stove and dolls)
(o) manipulative toys
(p) water-play tray
(o) other

(2) Outdoor:
(a) ropes, hoops, broomsticks
(b) tires, barrels, large boxes
(c) sand
(d) balancing boards, bouncing boards
(e) stumps, logs, large constructional materials
(f) wheel toys
(g) climbing equipment
(h) other

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The minimum annual expenditure for books, periodicals, and audiovisual materials including dictionaries and encyclopedias for schools of various enrollments shall be as follows:
(a) 200 or fewer----------$1,000
(b) 201-500----------$2,000 or $5 per student whichever is greater
(c) 501-1,000----------$3,000 or $4 per student whichever is greater
(d) over 1,000----------$4,000 or $3.50 per student whichever is greater

The media center for the school shall house its collection of media, both printed and non-printed. Media should be varied, up-to-date, and carefully selected in terms of the school curriculum and instructional program.

The book collection shall contain a minimum of 10 books per child or 1,500 books, whichever is greater. Books on order but not delivered may be counted as a part of the requirement.

The school shall also have various types of audio-visual equipment. The audio-visual equipment should include an adequate and properly balanced quantity of items such as the following: 16mm motion picture projectors, filmstrip projectors, 8mm projectors, tape recorders, record players, television sets, and overhead projectors.

Special provision shall be made in local budgets for new schools in accredited systems to meet standards relating to collection of books and other media; however, state committees may give special consideration to such schools by allowing them time, not to exceed three years, to meet the standards and develop a balanced collection of suitable media materials.

10. In kindergarten and early childhood centers serving children under six, no central media center or media specialist is required. However, each classroom shall have a collection of a minimum of 10 books per child. These books shall be appropriate to the various developmental stages, with picture books predominating, and shall cover a variety of topics including nature, real-life experiences, fantasy, mechanical subjects, and art. Schools having centralized media centers will apply Standard VII.

11. A school which meets the Instructional Media Standards by offering services through the use of resources beyond the school itself shall specify such sources.

12. There shall be evidence that children have continual access to use of books and other learning materials.

POLICIES and STANDARDS for ACCREDITATION

OF HIGH SCHOOLS JUNIOR HIGH/MIDDLE SCHOOLS SPECIAL PURPOSE SCHOOLS

COMMISSION ON SCHOOLS
NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES
G. Don Fossatti, Executive Director
Blue Mountain Community College
Pendleton, Oregon 97801
1981

C. *Inspection of School Plant and Equipment*

An inspection of the school plant and equipment *shall* be made by an appropriate local school official *each school year* and all deficiencies *shall* be listed on the Annual Report. The school official may be the administrator, a director of buildings and grounds, or a competent person appointed by the Board.

STANDARD IV—*Instructional Media*

The Northwest Association considers the instructional media center to be an important part of the educational program of a high school. It *shall* be under the direction of a qualified instructional media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other instructional materials. The specialist works to develop in all teachers and students the skills necessary to make them independent, resourceful users of information and materials.

Close cooperation between the teaching staff and the instructional media specialist is essential to the administration of a good center.

In order to insure that the school instructional media center is adequate to serve its educational function, the Association has established the following minimum standards.

A. *Use of Center*

The development of a good instructional media center and its proper use are essential to an effective program. The center *shall* be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding the following regular school hours. It is recommended that it be open evenings when feasible. Adequate orientation in the use of the center *shall* be provided for students and staff. Joint planning should be done between the instructional media specialist and teachers to encourage the use of the instructional media center resources in daily class activities.

B. *Facilities*

The facilities, space, and equipment of the center *shall* be adequate for the number of students enrolled and *shall* be attractively arranged.

The basic instructional media center provides adequate facilities and space for the following:

1. Student and teacher use of facilities for large groups, small groups, individual study, viewing, listening, recording, student and faculty production area, professional materials collection, storage area and general library-media area.
2. All audiovisual equipment, nonprint, and print media of permanent value, exclusive of textbooks, *shall* be cataloged in the centralized media center. Items may be issued on long-term loan to a department. All media, both print and nonprint, *shall* be classified, cataloged, and processed for central distribution and inventoried annually.

C. *Classifying, Cataloging, and Processing of Materials*

Every item of permanent value, whether print or nonprint, *shall* be classified and cataloged. A shelflist of all titles *shall* be maintained. Access to the collection should be through an integrated approach (audiovisual and print items alphabetically arranged in the card catalog or microform catalog) and in dictionary arrangement (author-title-subject and all added entries arranged in one alphabetic dictionary file).

D. *Repair and Replacement*

Adequate resources *shall* be provided to assure regular inspection, repair, and replacement of materials and equipment.

E. *Staffing*

The following chart gives the instructional media specialist requirements which *shall* be observed. The first person *shall* be a certificated instructional media center specialist; additional people may be clerical or technical.

Full-time Equivalency Media Specialists and other center personnel	School Enrollment
¼ time	Up to 125
½	126-250
1	251-500
1½	501-750
2	751-1000
2½	1001-1250
3	1251-1500
3½	1501-1750
4	1751-2000
4½	2001-2250
5	2251-2500
5½	2501-2750
6	Over 2751

Larger schools *shall* provide assistant instructional media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

No school *shall* have less than two hours per day of instructional media ce time available to students, staff, and others. Schools should try to keep library open under professional supervision as long as possible.

Small Schools: Refer to Note on page 22, Introduction.

F. *Collection Size*

1. The Association requires that the majority of titles in the school's b collection *shall* be selected cooperatively by the instructional media center st the teaching staff, and students. The *Senior High School Library Cata* (H. W. Wilson Company) and the *Junior High School Library Catalog*, (H. Wilson Company) are examples of resources available for the creation of a b collection. The *Booklist* (American Library Association) is a prominent pro sional journal which is used to keep the collection current.

2. There *shall* be continuous evaluation of the instructional media collectio assure balance, relevancy, and currency. A written selection policy, includi challenged materials statement, *shall* be adopted and reviewed periodica This written selection policy *shall* be made available to the State Commi upon request.

3. The minimum number of titles and volumes, exclusive of governm documents, and textbooks, required in schools of the various enrollments i follows:

1. 200 or fewer .....2,400 volumes including 1,920 t (1,536 titles shall be nonfict
2. 201-500 .....4,800 volumes including 3,840 t (3,072 titles shall be nonfict
3. 501-1,000 .....7,200 volumes including 5,760 t (4,608 titles shall be nonfict
4. 1,001-1,800 .....9,600 volumes including 7,680 t (6,144 titles shall be nonfict
5. Over 1,800 .....12,000 volumes including 9,600 t (7,680 titles shall be nonfict

G. *Periodicals*

The Association *requires* that the distribution of periodicals be such tha departments in the school will be served. It also *requires* that proper storage filing space be provided for current and back copies of periodicals. All peri cals on the minimum list *shall* be selected from those included in *The Read Guide* or *The Abridged Readers' Guide*. These publications are conside standard for any school library.

In addition to one or more daily metropolitan newspapers and one or m local newspapers, the minimum number of periodicals for student use schools of various enrollments is as follows:

1. 200 or fewer .....25 periodicals
2. 201-500 .....30 periodicals
3. 501-1,000 .....40 periodicals
4. Over 1,000 .....50 periodicals
(20% duplication permitted)

A list of all periodicals provided *shall* be submitted with the Annual Report upon request of the State Committee.

H. *Materials and Equipment*

1. Adequate equipment should be provided for effective use in the instructional program. Examples are: record players, tape recorders, projectors of various kinds, television receivers, screens, cameras, video tape recording and play back equipment.

2. The instructional media center *shall* have a retrieval and inventory control procedure for equipment.

3. A school which meets the instructional media standard by offering library and media services through the use of resources beyond the school itself shall specify such sources.

I. *Budget*

The minimum annual expenditure for books, periodicals, and audiovisual materials and equipment, including dictionaries and encyclopedias, for schools of various enrollments *shall* be as follows:

1. 200 or fewer .....$1,000 or $7 per student, whichever is greater
2. 201-500 .....$2,000 or $6 per student, whichever is greater
3. 501-1,000 .....$3,000 or $5 per student, whichever is greater
4. Over 1,000 .....$4,500 or $4 per student, whichever is greater

—JUNIOR HIGH/MIDDLE SCHOOLS

STANDARD III—*Instructional Media*

The instructional media center should be under the direction of a qualified instructional media specialist who supervises the cataloging and organizing of all books, periodicals, filmstrips, film loops, films, projectors, pamphlets, records, pictures and other instructional materials. The specialist aids teachers, students, and others in allocating, selecting, and using them.

Close cooperation between the teaching staff and the media specialist is essential to the administration of a good center.

In order to insure that the instructional media center is adequate, the following minimum standards have been established.

A. *Effective Utilization of the Center*

The development of a good instructional media center and its proper use are essential to an effective program. The center *shall* be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible. Adequate orientation in the use of the center *shall* be provided for students, staff, and others. Joint planning should be done between the instructional media center specialist and teachers to encourage the use of the instructional media center resources in daily class activities

B. *Facilities*

The facilities, space, and equipment of the center *shall* be adequate for the number of students enrolled and the type of curriculum program, and should be attractively arranged.

The basic instructional media center provides adequate facilities and space for the following:

1. Student and teacher use of facilities for large groups, small groups, individual study, viewing, listening, recording, student and staff work areas, and general library.
2. Housing of all basic instructional media—print, nonprint, and equipment.
3. A well-equipped production room where instructional materials may be developed and produced.

C. *Classifying, Cataloging, and Processing of Materials; Repair and Replacement*

All instructional media center materials housed in the school *shall* be properly inventoried and cataloged. A shelf list of all titles *shall* be maintained in the media center. Standard library card filing *shall* be used for all learning material and equipment.

Provision, financial and otherwise, should be made for the repair and replacement of media center materials and equipment.

D. *Staffing*

The chart on the following page gives the instructional media center specialist time requirements which *shall* be observed. The first assigned person (and others assigned until there is at least a full-time person) *shall* be a certificated instructional media center specialist; additional people may be clerical or technical.

Larger schools *shall* provide assistant media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

No school *shall* have less than four hours per day of media center time available to students, staff, and others with a certificated media specialist.

The media center, under the direction and supervision of a certificated specialist, *shall* be open a minimum of four hours per day to students, staff, and others.

E. *Books*

The Association requires that the majority of titles in the school's book collection *shall* be selected cooperatively by the instructional media center staff, the teaching staff, and students.

The instructional media center *shall* have a balanced distribution of titles in all classifications, and the collection *shall* be reviewed annually to eliminate obsolete titles. Eighty percent of the required minimum number of titles *shall* be nonfiction.

The minimum number of titles and volumes, exclusive of textbooks and government documents, required in schools of the various enrollments is as follows:

1. 200 or fewer .....2,400 volumes including 1,920 titles (1,536 titles shall be nonfiction)
2. 201-500 .....4,800 volumes including 3,840 titles (3,072 titles shall be nonfiction
3. 501-1,000 .....7,200 volumes including 5,760 titles (4,608 titles shall be nonfiction)
4. Over 1,000 .....9,600 volumes including 7,680 titles (6,144 titles shall be nonfiction)

Note: Refer to page 29, item F., for examples of resources available for the creation of a basic book collection.

School Enrollment	*Full-time Equivalency Media Specialists and other center personnel
Up to 250	½ time
251- 500	1
501- 750	1½
751-1000	2
1001-1250	2½
Over 1250	3

*The first full-time person must be a certificated instructional media center specialist; additional people may be clerical or technical. Volunteers may be assigned; however, they may not be counted to meet staffing requirements.

F. *Periodicals and Newspapers*

The Association requires that the distribution of periodicals be such that all departments in the school will be adequately served. It also requires that proper storage and filing space be provided for current and back copies of periodicals. All periodicals on the minimum list *shall* be selected from those included in *The Readers' Guide* or *The Abridged Readers' Guide*.

In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments is as follows:

1. 200 or fewer .....25 periodicals
2. 201-500 .....30 periodicals
3. 501-1,000 .....40 periodicals
4. Over 1,000 .....50 periodicals

(20% duplication permitted)

A list of all periodicals provided *shall* be submitted with the Annual Report upon request.

G. *Nonprint and Other Materials and Equipment*

Materials and equipment *shall* be provided for effective use in the instructional program. Schools *shall* provide for the staff and students a list of materials and equipment available through the media center. Examples are: Filmstrips, film loops, tape and disc recordings and recorders, record players, flat pictures (including art prints), maps and globes, motion picture films, projectors of various kinds, television receivers, transparencies, screens, slides, cameras.

A school which meets this standard by offering library and media services through the use of resources beyond the school itself *shall* specify such sources.

H. *Budget*

The minimum annual expenditure for books, periodicals, and audiovisual materials including dictionaries and encyclopedias, for schools of various enrollments *shall* be as follows:

1. 200 or fewer $1,000
2. 201-500 .....$2,000 or $5 per student, whichever is greater
3. 501-1,000 .....$3,000 or $4 per student, whichever is greater
4. Over 1,000 .....$4,000 or $3.50 per student, whichever is greater

Ordering Materials

VI. ORDERING MATERIALS

Ordering, A Continuous Process

Ordering should be a continuous process throughout the year, regardless of when the actual ordering is done. A consideration card file of suggested titles is of great help when the time comes to compile the final order.

Order Cards

Standard order cards, available from library supply companies, or mimeographed forms may be distributed to teachers and administrators for their use in suggesting materials to be ordered. Order cards are also useful together with the invoice for checking the receipt of books. A sample order card is illustrated:

Class No.	Author (surname first)			
Accession No.	Title			
No. of copies ordered			Volumes	
Date ordered	Publisher and Place			Year
Dealer	Edition or series	No. of copies desired	List Price	Cost
Date received	Department for which recommended			
Date of bill	Teacher making request			
L. C. card No.	Reviewed in			
GAYLORD 101-S			PRINTED IN U.S.A.	

(For other examples see library supply catalogs)

Book Jobbers

Book jobbers handle books from all publishers. Sending one order for books simplifies bookkeeping and allows the best overall discount. Since policies vary, it is usually desirable to ask several jobbers to state terms (rate of discount and payment of shipping charges) on the size of order anticipated. If special services such as reinforced bindings are wanted, additional costs should be checked before ordering.

Book Jobbers' Addresses:

All will furnish card sets and pre-processing.

ALESCO
404 Sette Drive
Paramus NJ 07652

Baker and Taylor
380 Edison Way
Reno NV 89052

Bro-Dart (owns A.C. McClurg Co.)
Box 923
1609 Memorial Avenue
Williamsport PA 17701

Campbell and Hall
1047 Commonwealth Avenue
Boston MA 02117

Charles M. Gardiner, Co.
749 N Keyser Avenue
Scranton PA 18501

University Microfilms (Xerox Co.)
300 N Zeeb Road
Ann Arbor MI 48106

Audiovisual Materials

Selecting suitable materials for school purposes requires preview and careful screening. Materials must be examined in terms of presentation and use in the curriculum. Often distinction must be made between the type of material selected. Since a great variety is now available,

selection should be made on the basis of the least expensive item suitable for the purpose.

Companies Supplying Nonprint Media

Coronet Films.
65 E S Water Street
Chicago IL 60601

Encyclopaedia Britannica Educational Corp.
425 N Michigan Avenue
Chicago IL 60611

Guidance Associates
Communications Park
Box 3000
Mount Kisco NY 10549

Guidance Associates
Subs of Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York NY 10017
(212) 754-3700

Listening Library, Inc.
PO Bx L
Old Greenwich CT 06870

Miller-Brody Production, Inc.
342 Madison Avenue
Dept. 79
New York NY 10017

National Geographical Society
17th & M Streets NW
Washington DC 20036
(202) 857-7000

The Perfection Form Company
Sound Filmstrips
1000 N Second Avenue
Logan IA 51546
Book Catalog
100 N Second Avenue
Logan IA 51546

SVE Society for Visual Education,Inc.
1345 Diversey Parkway
Chicago IL 60614

Walt Disney Education Media Company
500 S Buena Vista Street
Burbank CA 91521

Companies Providing Supplies and Equipment

Audio Visual Educational Systems (AVES)
Division of Jayark Corporation
PO Bx 740620
Houston TX 77274
1-800-231-3482

Audio Visual, Inc.
1818 E Broadway
Box 2239
Bismark ND 58502
1-800-437-8050

Colburn School Supply Company
999 S Jason Street
Denver CO 80203
*
2702 Montana Avenue
Billings MT 59101
(406) 245-3185
*
202 DeMers Avenue
Grand Forks ND 58201
(701) 746-5441

DEMCO Educational Corporation
PO BX 7488
Fresno CA 93747
1-800-356-8394

Holm James Distributors, Inc.
320 Sixth Street S
Great Falls MT 59403
(406) 761-2420
(Now referred to as The Source)

Northern School Supply Company
Box 431
Great Falls MT 59403

Robert Waxman Camera
913 15th Street
Denver CO 80202
(303) 623-3963

Taylor Audio-Visual, Inc.
1009 Dakota Avenue S
Huron SD 57350
(605) 352-3205

Tersch Products, Inc.
Rogers MN 55374
(612) 428-4171

WESTCO Distributing, Inc.
PO Bx 1775
719 4th Avenue N
Billings MT 59103
(406) 248-8660

Ordering Newspapers and Periodicals

Newspapers may be ordered directly from the individual publishers or from a subscription agency. Periodicals may be ordered at a discount through a subscription agency. Ordering through an agency has the advantage of simplifying bookkeeping and of insuring that all subscriptions fall due at the same time, but is not worthwhile unless more than ten titles are needed. Names of reliable subscription agencies may be obtained from:

Montana State Library
930 E Lyndale
Helena MT 59601

Office of Public Instruction
Helena MT 59620

Subscription Agencies:

McGregor Magazine Agency
25 Seminary
Mount Morris IL 61054

EBSCO Subscription Services
2727 Bryant Street
Suite 100
Denver CO 80211

Pamphlets

A fund should be available to the librarian so that he may purchase pamphlets and other inexpensive material of value to the library collection as they come to his attention. One source of pamphlets is listed below:

Pamphlet Jobbers
Bacon Pamphlet Service
East Chatham NY 12060

Processing and Shelving

VII. PROCESSING AND SHELVING

Initial Processing

After shipments have been checked against the invoice and order cards, individual items should be unpacked carefully and stamped with ownership and identification. Where an item cannot be stamped, a self-adhesive label is used.

Preparation of Book for the Shelf (Oklahoma)

1. Assign copy number and type on the shelf list card and the checkout card and pocket.
2. If printed card and pocket did not come with the book, type the classification number, author, and title on each (add book price to book card).

3. Paste card and pocket and date due in book.

4. Attach label to spine (one and one-half inches from the bottom).

5. Cover label with wide tape or if the book jacket is to be used, cover the jacket with mylar book cover.

Book Pocket

F
Bur
c. 2

Burnford, Sheila
Incredible Journey

Book Card

F $6.18
Bur
c. 2

Burnford, Sheila

Incredible Journey

Date	
Oct 1	J. Doe

Date Due Slip

DATE DUE				
Oct 1				

PROCESSING OF PAPERBACK BOOKS (Oklahoma)

Library media centers vary in the way in which paperbound books are processed. If they are to be intershelved, it is probably wise to catalog and process the paperbacks in the same manner as hardbacks. However, the practice in many schools is to use a simple processing method giving paperbacks an accession number only (PB-01, PB-02) and dispensing with a call number.

Cataloging is then limited to a shelf list card showing accession number and a duplicate card in a separate card catalog drawer entitled PAPERBACKS in which cards are alphabetized by title. If cataloged as hardbacks, it should be noted on the shelf list that the copy is a paperback.

Some school librarians have found paperbacks have a longer circulation life when students or volunteers cover each book with a clear plastic film available from any dime store or discount house.

Audiovisual materials should be equipped with a card and where possible with a pocket and date-due slip. After an item has been classified and cataloged (see Chapter VII), cards should be typed using the same form and spacing as that of catalog cards and including classification number, author, publisher, composer, artist, title and copy number. For equipment a checkout sheet or checkout card may be used.

Audiovisual materials require special handling due to the number of pieces and the nature of the materials. With the revision of Anglo-American Cataloging Rules (AACR2) there are now explicit directions for the cataloging of all non-print materials. There are several handbooks which aid in using the cataloging code; however, no attempt should be made to do original cataloging unless the librarian has been trained in this procedure. Instead, cataloging should be ordered with the materials at the time of purchase or from a cataloging service. The processing of the catalog cards would then follow the same steps as for a book.

The following terms are used in the AACR2 General Material Designations List to indicate format:

globe	microfilm
map	motion picture
art original	kit
chart	diorama
filmstrip	game
flash card	microscope slide
picture	model
slide	realia
technical drawing	sound recording

transparency videorecording

machine-readable data file

Each piece of a set needs to be marked with the school property stamp and the call number. The source and year of funds must be placed on the materials if they are purchased with federal funds. If a rubber stamp can't be used, the information can be typed on self-adhesive labels.

The checkout card for A-V materials needs to indicate exactly what pieces are included so that the set can be checked for all pieces when it is returned to the library. If possible, the pocket should be glued inside the box the set is housed in. If no pocket can be attached, as in the case of a single filmstrip, a temporary checkout card can be made each time it is taken out or a sign-out sheet can be kept near the A-V cabinet for those materials.

FS
152.5
Why

c.1 Why we do what we do: human motivation
3 cass. 3 fs. teacher's guide

Date Due	Borrower's Name	Room Number

DATE DUE

FS
152.5
Why
c.1

Why we do what we do: human motivation

3 cass. 3 fs, teacher's guide

As an alternative to typing contents on the card pocket, the following form can be attached to the card pocket and outside the A-V box to aid in checking for all pieces.

THIS SET CONTAINS THE FOLLOWING

3 FILMSTRIP(S)
3 CASSETTE TAPE(S)
___ LP RECORDS(S)
___ SLIDE(S)
1 TEACHER GUIDE(S)
___ STUDENT MANUAL(S)
___ OTHER: _____

PLEASE BE SURE THAT ALL ARE INCLUDED
BOTH WHEN RECEIVED AND WHEN RETURNED

The treatment of A-V materials varies with each library. You will need to determine how your library will treat A-V in the following areas:

1. Will the catalog cards be color coded to indicate the different types of A-V materials?
2. Will symbols be added to the top of the call number to indicate the type of materials in the set?
3. Will A-V be shelved with books or in a special A-V section?
4. Will A-V be checked out only by teachers or will students also be able to check it out?

Classification number

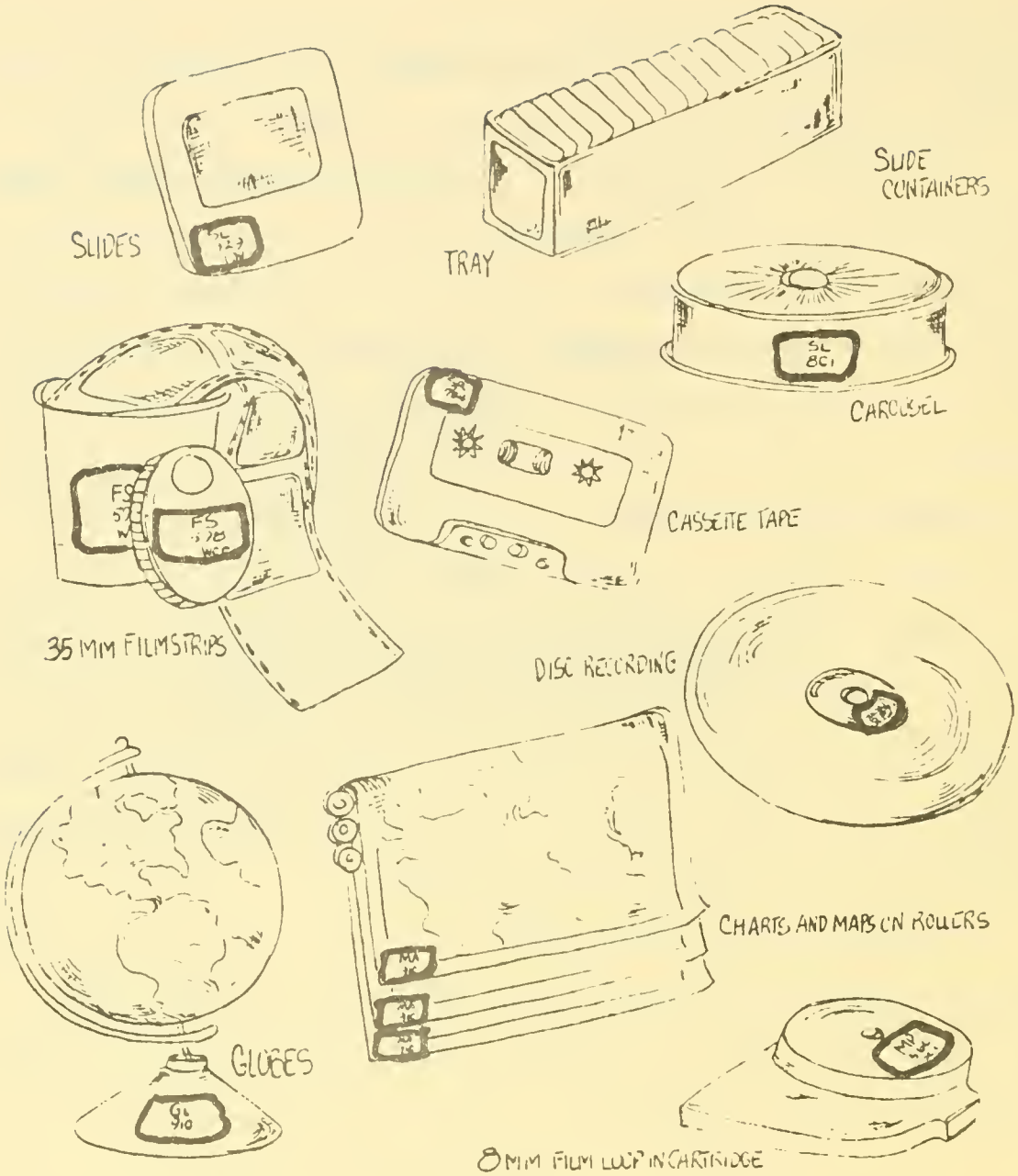
For books, the classification number or symbol and author letter should be marked in uniform lettering on the spine of the book at a

specified distance from the bottom. Uniform procedures should be established.

For audiovisual materials, the classification number and the copy number should be placed where they are visible. Charts, maps, pictures and posters should be labeled on the back so the label will appear on the front right corner in a drawer. For films, the labels are placed so they are visible when shelved. Filmstrip containers and kits are labeled on the lid and sides. Flash cards and games are labeled on the side depending upon the shelving.

Numbers on globes, equipment, models, and specimens are usually written with a magic marker pen. Disc and tape recordings use a pocket and card. Individual slides may be classified and numbered in ink. If sets of slides are stored in slide boxes, the box may be labeled. Transparencies (study prints, mounted flat objects) are labeled with the classification number and copy number if necessary.

See labels on the following items:



Plastic covers or shellac coverings

The book jacket, covered with a plastic book cover, should be left on the book to increase the attractiveness of the collection, to save mending time, and to prolong the life of the book. Plastic covers can be purchased from any library supply house. Directions for applying the

Processing of Periodicals (Oklahoma)

Periodicals are those items which arrive at regular intervals throughout the year. Magazines and newspapers are the typical periodicals for a school media center. The most recent issue is displayed in a Current Periodical Rack in the media center accessible to the students. Older issues are usually stored for later research needs. A list of subscription agencies may be obtained from Steps to Service (see Bibliography in Appendix).

To process each periodical:

1. Prepare a separate check-in card according to the frequency of that item (i.e. daily, weekly, monthly, etc.) by typing the title and year in the appropriate place. Keep the cards in a file arranged alphabetically by title.

Call No.			Consumer Reports															Title Page
			Nos. per Vol.					Vols. per Year				Frequency						
			Bound															Index
			Prepared					In Bindery										
Year	Ser	Vol.	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	T.P.	I.		Claimed
79			1								✓	✓	✓	✓				
80			2 ✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
81			3 ✓	✓	✓		✓	✓	✓	✓	✓							
			4															
			5															
			1															
			2															
			3															
			4															
			5															

2. When the magazine arrives, pull the check-in card and indicate the issue received by marking the correct date.
3. Stamp the magazine with the school property stamp on the front cover. Paste in checkout card, pocket, and date due slips.
4. Replace the earlier issue with the new issue in a magazine cover (if available) and put on the Current Periodicals Rack.
5. Place the older issue in the periodical storage area. A back-run of five years is recommended for research purposes.

A Periodical Holding List should be prepared to facilitate students' use of back issues. This is an alphabetical list of all magazines in the media center showing the dates available for each title and format. The Periodical Holding List should be kept near the magazine indexing service (Abridged Reader's Guide to Periodical Literature) where it will be most used.

PERIODICAL HOLDING LIST

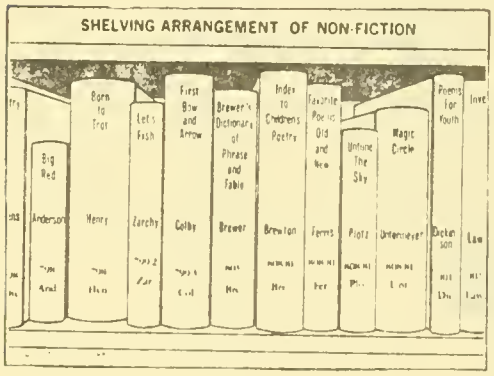
(Indexed in Reader's Guide)
H = Hard copy
M = Microfiche

Title	Holding
Atlantic Monthly	1977 -
Audubon	1978 - H 1976-78 M
Better Homes & Gardens	1977 -
Business Week	9/1980 -
Consumer Reports	1977 -
Current History	1976-77 M 1978 - H

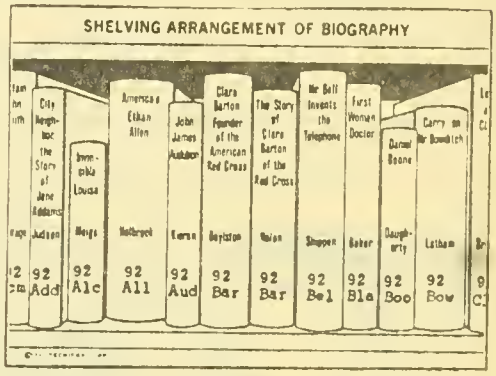
Shelving

Books should be kept upright on the shelves by the use of book supports. Nonfiction books are placed from left to right on the shelves in numerical order of their classification numbers. Books that have the same number are shelved alphabetically by the author's surname. In some libraries, the first letter or first two letters of the author's name is marked on the spine of the book below the classification number. Biographies are usually arranged alphabetically by individual rather than by author. Fiction is shelved alphabetically first by author and second by title. Collections of short stories may be shelved together and, like works of fiction, they are arranged alphabetically by the author's or editor's surname.

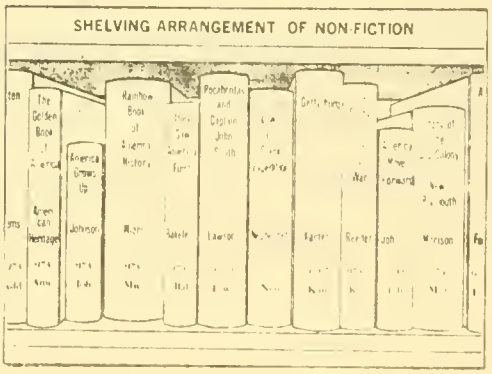
SHELVING ARRANGEMENT OF NON-FICTION, NUMERICAL ORDER



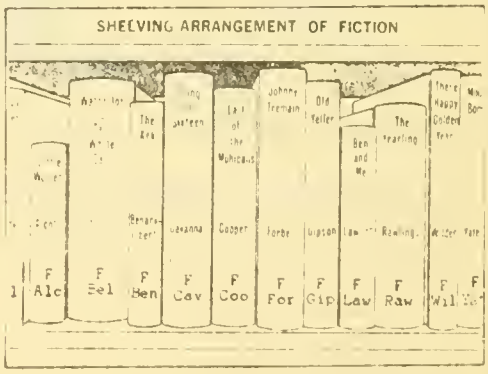
SHELVING ARRANGEMENT OF BIOGRAPHY



SHELVING ARRANGEMENT OF NON-FICTION, DECIMALS

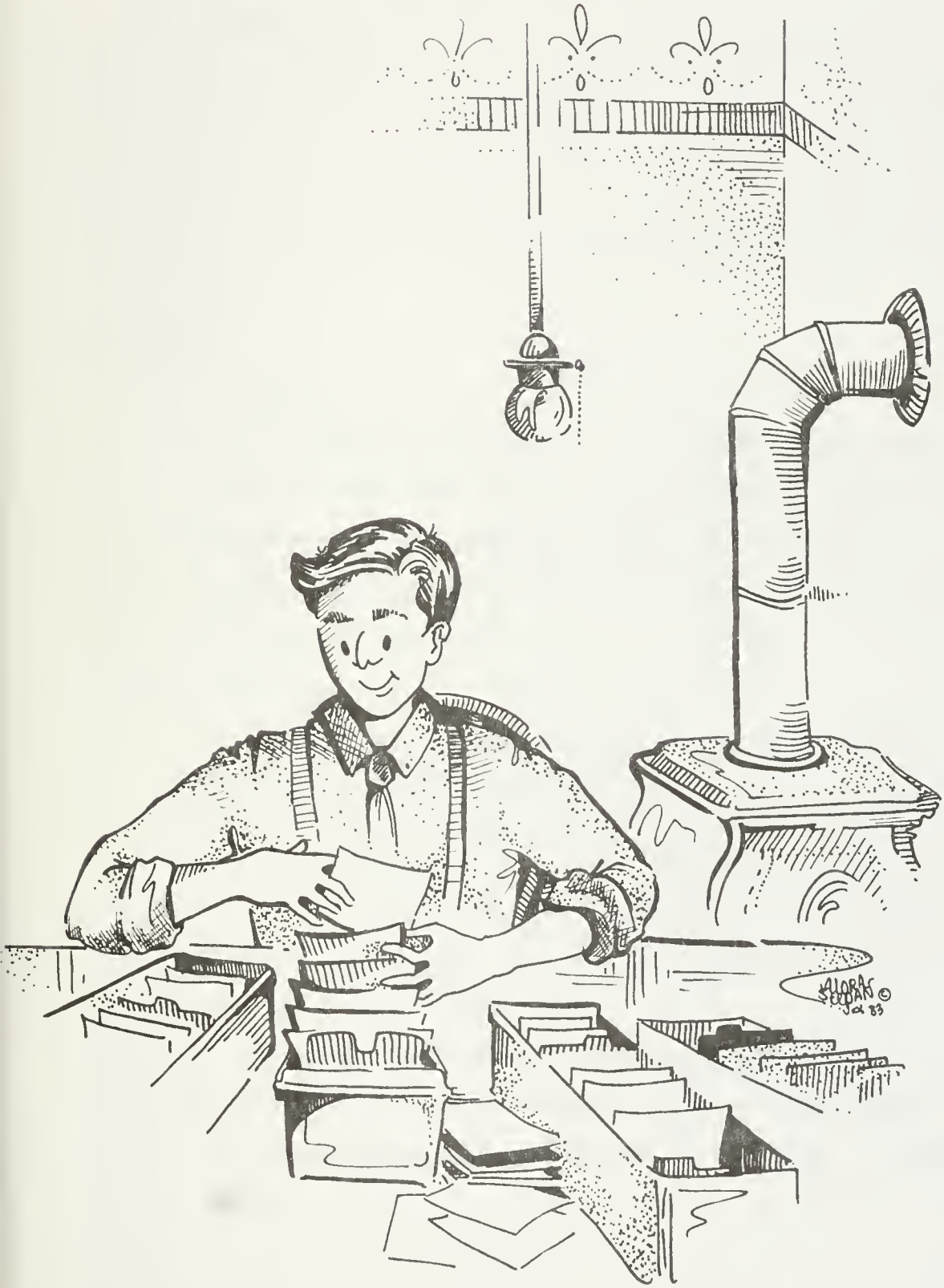


SHELVING ARRANGEMENT OF FICTION



The type of audiovisual material determines the kind of storage. Wherever possible an open type of facility is encouraged in order to promote wider use. Some materials, such as filmstrips, may be shelved with books by using special containers.

Classification and Cataloging



VIII. CLASSIFICATION AND CATALOGING OF LIBRARY MATERIALS

Classification Process

Definition

The classification of materials in a library should be based on a standard classification system that provides a systematic arrangement of subjects from which the student may obtain a classification number of each nonfiction item in the collection. The system in general use in elementary and secondary school libraries is the Dewey Decimal Classification System.

Cataloging

1. Definition

   The cataloging of materials in a library includes making a record of the holdings of the library with a bibliographic description of the individual titles. The description is sufficiently detailed so that the titles can be readily distinguished from one another.

2. Card Catalog

   Library cataloging is done on cards. The catalog cards list and describe all material in the collection in one alphabet by author, title and subject. The classification number as well as the bibliographic description of the materials is given on these cards. The card catalog thus serves as an index to the contents of the library.

3. Cataloging and Processing Kits, Printed Cards

   Kits and sets of catalog cards are inexpensive. The use of cataloging services, available from many sources is recommended.

The use of printed catalog cards is highly desirable. These cards can be ordered from the jobber when placing an order. Other sources are available and are invaluable when organizing a media center from classroom collections.

1. Upon receipt of catalog cards, check against order form to determine if all sets were received.
2. Verify subject headings on commercial cards by using Sears' List of Subject Headings and make additions or corrections as established for the center.
3. Verify carefully the information on the title page. It should be reproduced accurately.
4. Type the copy number, accession number, price and purchasing information on the shelf list card. Source of funds (federal, state, or local) should also be included.

It is much more cost effective to order books preprocessed and with commercial catalog cards. Wisconsin Library Bulletin, July-August 1980, reported a cost of $4.15 for processing each book into the library. Commercial services are one-fourth that amount. The time saved by the library media specialist can be used to provide additional services to students and faculty.

Some sources for printed catalog cards include:

Brodart
1609 Memorial Avenue
Williamsport PA 17705
1-800-233-8467

Catalog Card Corp.
1300 E 115th Street
Burnsville MN 55337
1-800-328-2923

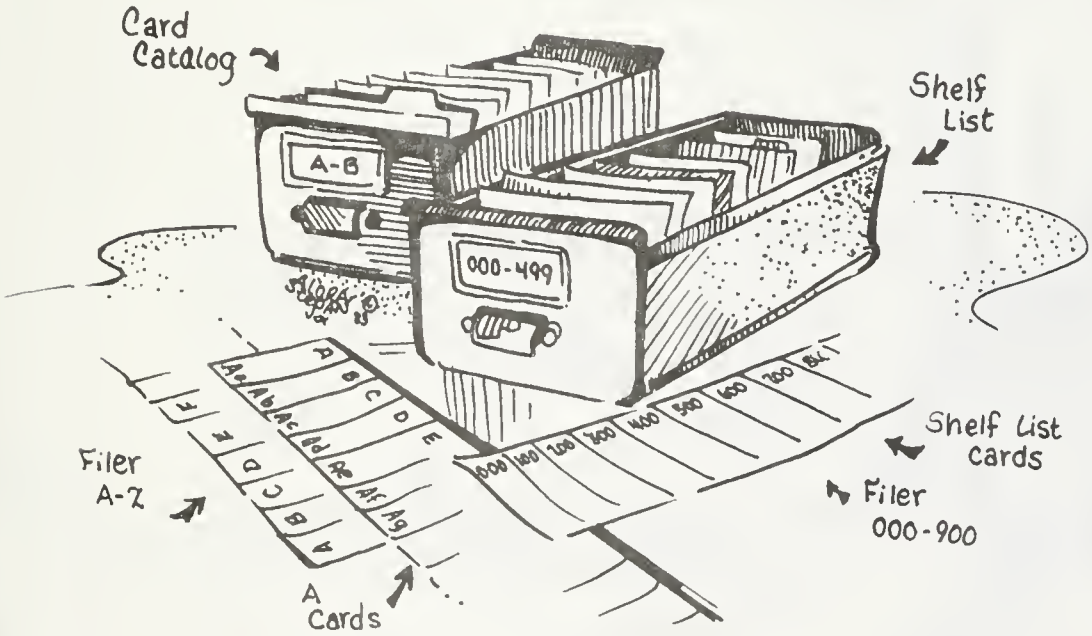
Demco, Inc.
PO Bx 7488
Madison WI 53707

3M Library Systems
3M Center
St Paul MN 55101

Specialized Service & Supply Co.
321 Bank Avenue
Cincinnati OH 45217
(nonprint)

Computer Cataloging

School libraries are now using computers to catalog their materials. A computerized cataloging system can utilize a microcomputer to store and retrieve information on your library holdings. This method saves time needed to type a variety of catalog cards and allows easy retrieval by subject, author, title, date or other data. Alphabetizing and sorting are done by the computer, and instant catalog changes are easily made. Software has been developed for these purposes.



Original Cataloging (Oklahoma)

Original cataloging must be done for all materials if commercial cards are not available.

1. Make a work slip on 3 x 5 note paper. Record information from the title page: author, title, publisher, date of publication. Record number of pages and types of illustrations. Add accession or copy number. Work slip may serve as temporary shelf card until cards can be typed.
2. Select appropriate subject headings from Sears List of Subject Headings. Add to work slip.
3. Add other tracings to work slip.
4. Annotate work slip if desired.
5. Add classification number to work slip and the three letters of the author's last name (see classification procedures).
6. Type unit set of catalog cards (see procedure for typing catalog cards).

Classification Procedures (Oklahoma)

1. Check first to see if book is listed in Children's Catalog, Elementary School Library Collection, Junior High School Library Catalog or Senior High School Library Catalog. If so, use this classification number. If not:

   a. Read the introduction and foreword.

   b. Examine the table of contents.

   c. Skim the body of the book.

2. Assign the classification number, after consulting the Dewey Decimal Classification and Relative Index, Abridged Edition.

3. Check the shelf list to avoid discrepancies. Be sure the classification number, or any modification of the number, is identical to that used for other materials of the same nature.

4. Since the purpose of classification is to group books of a similar subject together, borderline books should be classified according to the subject with which they are most useful.

5. Special classifications:

   SC - Short Story Collections

   B - Individual Biography

   920- Collective Biography

   F - Fiction

   E - Easy Fiction/Picture Books

   R - Used above the class number to indicate reference book

   P - Used above books that are in the professional collection

6. Under the classification number the first three initials of the author's last name are used.

The Dewey Decimal System (Adopted)

000-099 General Works

010 Aids in book selection, Book lists

020 Library science

030 General encyclopedias

070 Journalism

100-199 Philosophy

137 Personality

150 Psychology

170 Ethics (behavior and conduct)

200-299 Religion

200 Religion

220 Christian Religion

221 Bible

225 Bible Stories

232 Jesus Christ

240 Devotions; Worship

290 Non-Christian Religions

291 Mythology

300-399 Social Science

301 Sociology (human relations; processes of group life; races such as Negroes,etc.)

310 Almanac; Statistics

320 Democracy

323 Citizenship; City Life; Community Life

330 Economics

340 Law

350 Government

360 Social Welfare

370 Education

371.4 Vocational Guidance

380 Commerce; Communication

390 Customs

391 Costume

394 Holidays

395 Etiquette

398 Fables; Fairy Tales; Folklore; and Legends

400-499 Grammar; Language

411 Alphabet

420 English Language

423 Dictionaries

430 German Language

440 French Language

460 Spanish Language

500-599 Science

507 Experiments in Science

510 Mathematics

520 Astronomy

529 Time and Time Devices (clocks, hourglass, calendars)

530 Atoms; Physics

534 Sound

535 Light; Telescope

536 Heat

537 Electricity; Electronics

540 Chemistry

549 Minerals

550 Earth Sciences

560 Dinosaurs; Fossils; Prehistoric Animals

572 Human Races

574 Biology

580 Botany

582 Trees

583 Flowers

590 Zoology

595 Insects

598.1 Reptiles

598.2 Birds

600-699 Useful Arts

608 Invention

610 Medical Sciences

610.7 Nurses and Nursing

614 Health

614.8 Safety

620 Engineering

621.3 Radio; Telephone; Television

625 Railroads

629.1 Aeronautics

692.2 Motor Vehicles

629.4 Rockets; Space Flights

630 Agriculture

634 Forestry

636 Animals (domestic)

639 Hunting

641 Food

646 Clothing

650 Business

670 Manufacturing

680 Manual Training

700-799 Fine Arts

720 Architecture

730 Sculpture

737 Numismatics

740 Drawing; Design

745 Industrial Arts

770 Photography

780 Music

790 Outdoor Amusements

792 Theater

793 Dancing

796 Athletics; Sports

800-899 Literature

804 Essays

808.1 Poetry

808.2 Plays

808.88 Quotations

810 Literature

811 American Poetry

812 American Drama

814 American Essays

820 English Literature

821 English Poetry

822 English Drama

824 English Essays

830 German Literature

840 French Literature

860 Spanish Literature

870 Latin Literature

900-999 History, Travel, Biography

909 World History

910 Geography and Travel

912 Atlases; globes; maps

913 Archaeology

917.3 Travel in the U.S. For travel in other countries, add the number 1 after the 9 in the history number. For example: Scotland 941. (history); Scotland 914.1 (travel).

920 Biographies (collective) books containing lives of more than one person.

921 92 B Biography of an individual (autobiography)

930-999 History

930 Ancient History

940 Europe, Medieval and Modern

940.3 World War I

940.5 World War II

941 Scotland

941.5 Ireland

942 England

943 Germany

943.6 Austria

943.7 Czechoslovakia

943.8 Poland

950 Asia

960 Africa

970 Indian Life and History

973 United States History

976.6 Oklahoma History

980 South America

990 Other parts of the world

F Fiction

SC Story Collection

First Indention - 9th space
Second Indention - 11th space
Third Indention - 13th space

```
   1234567890123
1
2
3  F
   Mil   Milburn, George.
           Catalogue / George Milburn. -- New York :
         Avon, 1977.
           192 p.

   c.1 gift 1980-81
   c.2 B&T 1981-82 $3.98.  General fund

           1.  Oklahoma--Fiction.  I. Title
```

SHELF LIST CARD

TRACINGS should be at the bottom of the shelf list. Begin on the line just above the hole, at the second indention, going back to the first indention for a second line.

COPY, PRICE and SOURCE information for each book will be recorded on the shelf list in the left margin.

CALL NUMBER

The Dewey Decimal classification number will begin on the third line from the top of the card at the second space from the left edge of the card. (R for reference books or audiovisual designations will be typed on the second line from the top.)

AUTHOR AS MAIN ENTRY

This will be on the fourth line from the top of the card at the first indention (9th space). If more than one line is required, begin the second line at the second indention.

```
1234567890123
1
2
3 F
  Mil  Milburn, George.
         Catalogue / George Milburn. -- New York :
       Avon, 1977.
         192 p.
```

AUTHOR CARD

TITLE PARAGRAPH

Begins on the line below the author's name at the second indention (11th space), with succeeding lines at the first indention. (See example 1.)

PHYSICAL DESCRIPTION

Begins on the line below the title paragraph at the second indention.

```
1234567890123
1
2          OKLAHOMA--FICTION
3   F
    Mil    Milburn, George.
             Catalogue / George Milburn. -- New York :
           Avon, 1977.
             192 p.
```

SUBJECT CARD

SUBJECT HEADINGS

Typed in CAPITAL LETTERS on the second line down from the top of the card at the second indention, with a second line beginning at the third indention.

```
1234567890123
1
2          Catalogue.
3   F
    Mil    Milburn, George.
             Catalogue / George Milburn. -- New York :
           Avon, 1977.
             192 p.
```

TITLE CARD

SECONDARY ENTRIES (i.e. title)

Typed in lower case with the first letter capitalized, beginning at the second indention, with succeeding lines at the third indention.

```
  1234567890123
1
2
3   791.45
    All  All in the Family : a critical appraisal /
           edited by Richard P. Adler. -- New York :
           Praeger, 1979.
           xlvii, 322 p. : ill.

           1.  Television-program--Reviews I. Adler,
         Richard P.
```

TITLE AS MAIN ENTRY

TITLE AS THE MAIN ENTRY

(hanging indention) begins on the fourth line from the top of the card at the first indention, with the second and succeeding lines beginning at the second indention. The physical description and notes follow the same spacing as when author is main entry.

Sample shelf list cards for different types of A-V are illustrated below.

```
FS
324.73
Med    Media politics:  the big hype [filmstrip].
         Ridgefield : Current Affairs, c1980.
         1 filmstrip, 1 sound cassette, 1 discussion
       guide


c.1 Current Affairs 1981-82 $27.50.  General fund


         1.  U.S.--Politics and Government
```

```
SR
784
Rog   Rogers, Kenny.
        Kenny Rogers' greatest hits [Sound recording].
      Los Angeles : Liberty Records, c1980.
        1 sound disc, stereo


c.1 The Record Store 1980-81 $6.98.  Federal fund
c.2 (cassette) The Record Store 1981-82 $7.98.  General
    fund


        1.  Music, Popular (Songs, etc)  I. Title
```

Continued examples of shelf list cards for different types of A-V.

SL
709.38
Art Art in the Greek World (Slide).
-- London : Visual Pub., 1965-1977.
211 color slides, 7 printed guides.

Section 4 in History of Western Art Series.
One guide has glossary, bibliography, index.
Set has 6 parts, one guide for each part.
Part I: Cycladis and Minoan (36 slides),
Part II: Mycenaean-Geometric-Daedalic-Early
Archais (36 slides), Part III: Archaic Period
(35 slides), Part IV: Greece and Magna-Graecia
(Continued on card 2)

SL
709.38
Art Art in the Greek World (Slide) (Card 2)

(27 slides), Part V: Helenistic Period
(34 slides), Part VI: The Etruscans (34
slides).

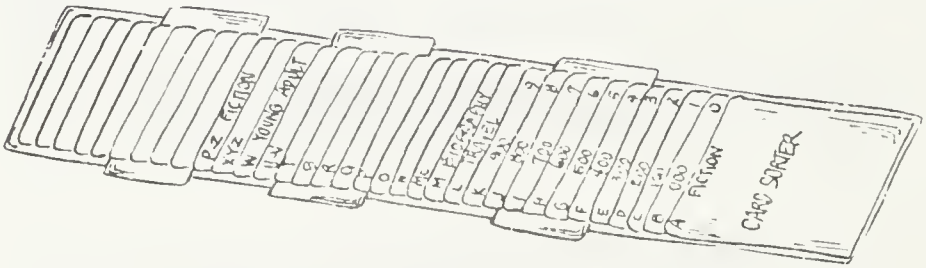
c.1 Vis. Pub. 1979-81 $210.00. Federal fund

1. Greece--Antiquities.

The ALA filing rules governing the arrangement of the cards in the card catalog were revised in 1980 to reflect the changes in philosophy brought about by the revision of the Anglo-American Cataloging Rules (AACR2). Therefore many existing card catalogs will not have been brought up-to-date and will not follow these rules. Several revisions will need to be made if the new rules are followed. Some of the major changes affect:

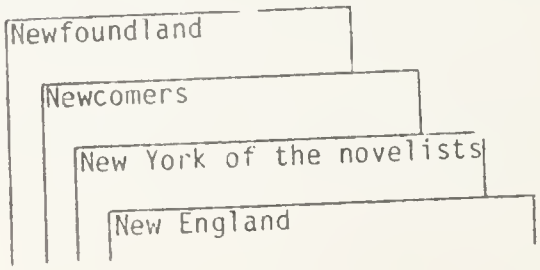
1. The treatment of numerals.
2. The treatment of abbreviations.
3. Filing names beginning with Mc, M' and Mac.

A card sorter will speed and ease the job of alphabetizing a large group of catalog cards. A brief summary of the filing rules follow:



1. File all cards by the entry on the top line.
2. File the cards in alphabetical order word by word. Thus a single word or letter precedes a longer word beginning with the same letter(s).

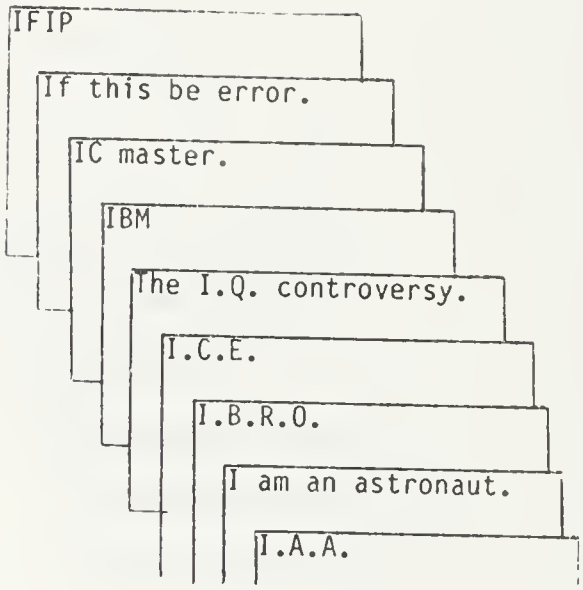
   For example:



3. When two or more cards begin with the same author, sub-arrange by the title.

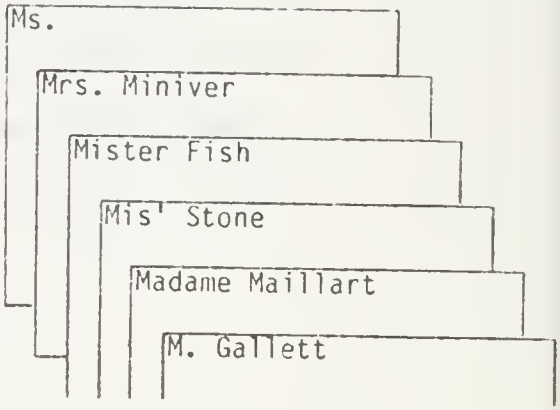
4. Disregard initial articles except when used in personal or place name (i.e., El Paso), but regard every other word in the entry.

5. Dashes, hyphens, diagonal slashes and periods are all treated as spaces. That is, they separate two filing units.

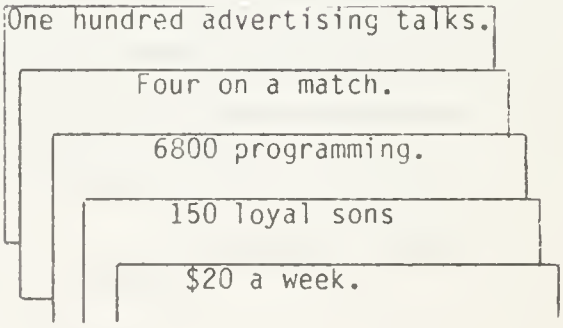


6. Single letters are regarded as separate filing units. Initials separated by hyphens, dashes, periods, or slashes are regarded as separate filing units. Strings of initials without any spacing or symbols are treated as a single filing unit.

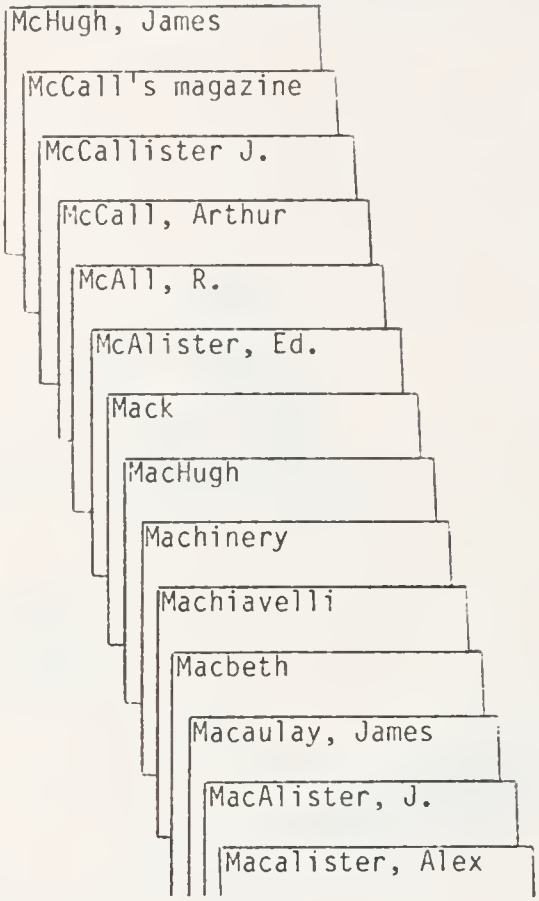
7. Abbreviations are filed exactly as they are spelled. (This is a change from previous rules where they were filed as though spelled out.)



8. Numerals are filed before any letter. (This is a change from previous rules when all numerals were filed as though spelled out.)



9. Mc, M' and Mac are filed exactly as written. (This is a change from the previous rules where they were all interfiled.)



It is strongly recommended that anyone responsible for this task acquaint themselves more thoroughly through the use of the following books:

<u>ALA Filing Rules</u>

<u>Self-Instruction Manual for Filing Catalog Cards</u>

Weeding and Discarding

IX. WEEDING AND DISCARDING

PURPOSE

Old or worn out materials should be discarded as they take up valuable space on crowded library shelves, they detract from the attractiveness of the total collection, and they may be a source of misinformation to students and a factor in keeping students from using more worthwhile materials or materials better suited to their needs. Audiovisual materials should be examined critically for their auditory and visual quality and discarded when necessary.

CRITERIA FOR DISCARDING

Usefulness and amount of use should be the criteria in deciding whether or not to discard materials. The standard professional selection aids should be used as a guide for weeding and discarding, but local needs and current local library resources need to be taken into consideration.

In general, discard

1. Materials too badly worn to be mended or used. No material on local history should be discarded, however, no matter what its condition, unless it is known the material can be replaced. The Montana State Library can advise about rare or valuable books.
2. Books with discolored paper or too fine print. Readable, attractive editions of classics are available to take the place of the unsuitable, unattractive ones.
3. Out-of-date materials. If the copyright date is old and the material has not circulated for a long time, it should be

discarded. Science and social studies materials more than five years old may be obsolete. If there is doubt about the usefulness, a teacher in the subject field in question should be consulted and selection aids studied to see if newer materials are available.

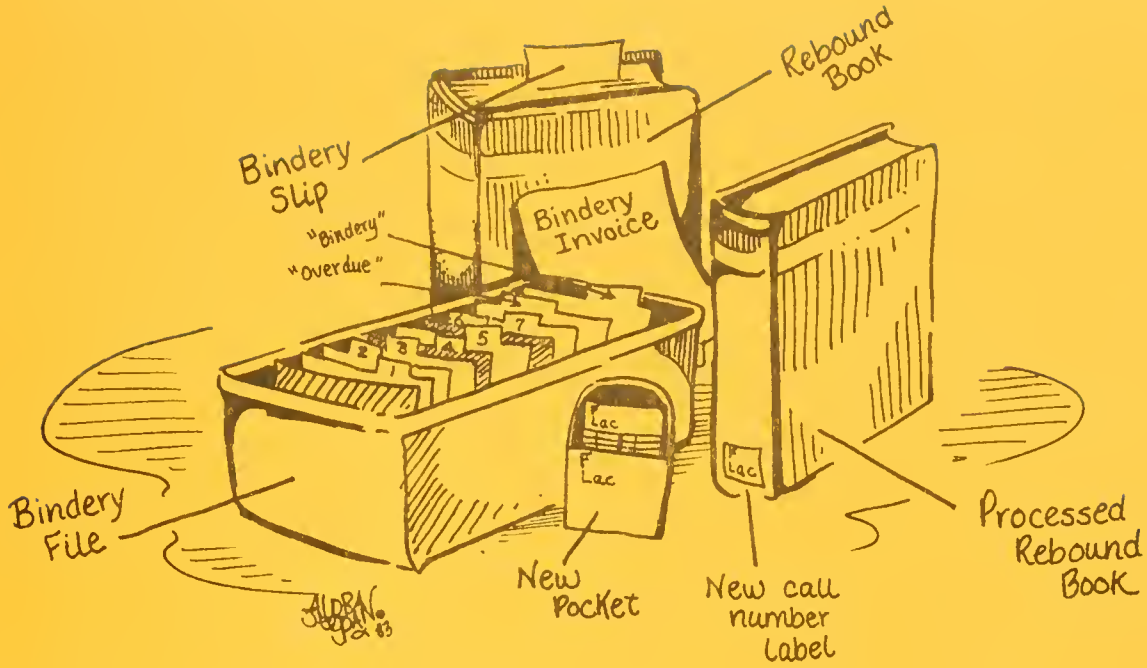
4. Materials too difficult or too easy for prospective users.
5. Textbooks, unless useful for reference or as a part of a supplementary textbook collection.
6. Sets of out-of-date materials.
7. Materials of mediocre content.

Disposal of Discarded Materials

Discarded books usually should be destroyed. However, books that would be useful to a library serving different grade levels should be offered to such a library. When this is done, all traces of identification should be removed. Some audiovisual materials such as films and filmstrips may be traded with the publisher for newer material.

Back Copies of Periodicals

A complete file of periodicals should be kept of back issues of those magazines of research value. Microfilm of back issues is recommended. Materials from discarded issues of periodicals may be clipped for the vertical file.



SPECIFIC HELPS IN WEEDING NONFICTION (Oklahoma)

000	Encyclopedias	New edition is needed at least every five years.
	Bibliographies	Seldom of use after five years from day of copyright.
	Books about reading	Guides, etc. Value determined by use.
100	Ethics, etc.	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.

300	Social Sciences	See that controversial issues are well represented from all sides.
310	Almanacs	Superseded by each new volume.
	Yearbooks	Seldom of much use after five years.
320	Politics	Books dealing with historical aspects - determined by use. Timely or topical material: discard after approximately ten years. Replace with new editions when available.
	Economics	
340-350	Government	Ten years. Watch for new material on government to supercede older.
360	Social Welfare	Weeding depends on use. Most non-historical materials are passe after ten years.
370-380	Education, Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in ten years.
390	Folkways	Keep basic material; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Pure Science	Except for botany and natural history, science books are usually out-of-date within five years. Try to keep collection current by discarding and purchasing.

600-618	Invention, Medicine	Five years, except for basic material on inventions and anatomy.
620	Farms, Gardens, Domestic Animals, etc.	Keep up-to-date with new editions and new material to replace older.
621	Radio, Television	Five years at most; progressing too rapidly to be of use longer, unless describing crystal set or other subject in demand for historical reference.
630	Farms, Gardens, Domestic Animals, etc.	Keep up-to-date with new editions and new material to replace older.
640	Home Economics	According to use. Keep mostly current material; except, keep almost all cookbooks.
650	Business, etc.	Ten years.
660	Chemical, Food Products	Five to ten years, according to content.
690	Manufacturers, Building	Ten years, except that older books on crafts, clocks, guns, toys, may be useful.
700	Art, Music	Keep basic material.
800	Literature	Keep basic material.
900	History	Depends on use and needs of community, and on accuracy of fact and fairness of interpretation.
940-990	History	Depends on use and needs of community. Only outstanding World War II mate-

		rial should be left by this time. Best material is now incorporated in regular histories. Much was catchy and poorly written because of haste to get on market.
910	Travel, Geography	Discard travel books before 1960 unless useful from historical point of view or of interest as personal accounts. African, European, and Asiatic geography before 1970 probably only of historical interest. Watch later books also for hasty writing and misinformation.
	Biography	Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those which are outstanding in content or style as long as they are useful.

Repair of Materials

IX. REPAIR OF MATERIALS

Purpose

Constant care must be exercised so that the collection remains in good condition. Dirty, ragged materials and materials of poor auditory and visual quality are uninviting and do not stimulate voluntary use by students. Unlettered materials are difficult to shelve and to find. Minor tears and breaks quickly develop into major ones. Unrepaired materials also contribute to disorder and inefficient service.

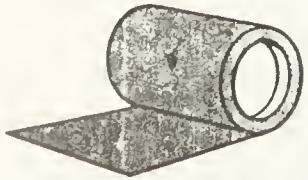
Checking Materials for Mending

Materials can be checked most easily for needed repairs at the time they are returned to the loan desk. Those in poor condition should be separated for repair.

The Mending Process

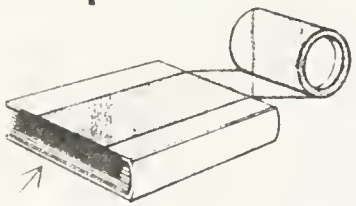
For the most part, mending should be confined to simple repairs. Major repairs should be sent to qualified binders or to an audiovisual repair service. Some repairs can be quickly accomplished with recently developed glues and plastic adhesives. Supply houses furnish pamphlets with detailed instructions and diagrams describing approved mending procedures. From time to time some audiovisual materials require periodic cleaning and inputting.

3 minute book repair

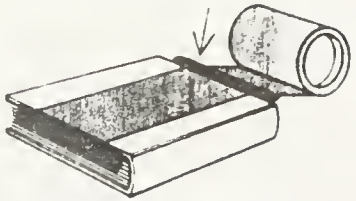


1. Select Fastape about 1-1/2" wider than book being mended. Unwind 2 or 3 inches from roll.

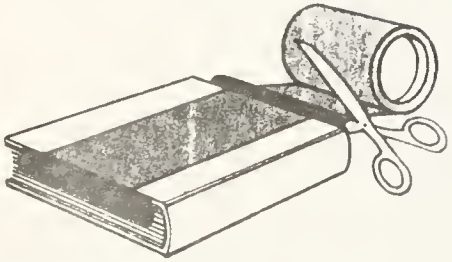
2. Place Plastic Folder across end, lining outside edge with end of tape. Then, using the folder as a handle, unwind tape a few inches longer than the height of book.



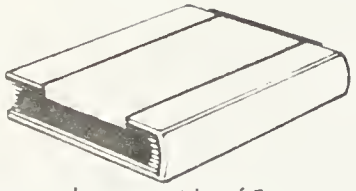
3. Lay tape across book cover, sticky side up. Allow Plastic Folder to hang over end so top edge of Folder is even with top edge of book cover.



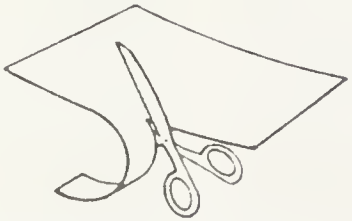
4. Place second Plastic Folder across tape at point where it crosses other end of book. Again, top edge of folder should be even with edge of book cover.



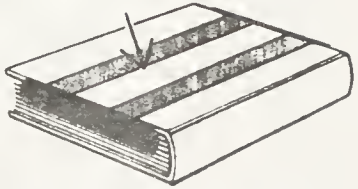
5. Cut tape along outside edge of second Plastic Folder.



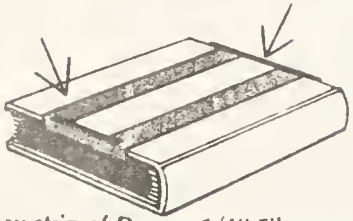
6. You now have cut strip of Fastape to length of book, plus width of two Plastic Folders. Leave tape in position shown, with the Folders hanging over each end.



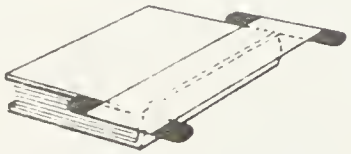
7. Cut strip of Kraft paper to length of book cover and to width of book contents at spine.



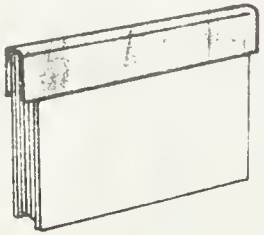
8. Lay paper strip down center of Fastape, so it reaches from one Plastic Folder to the other.



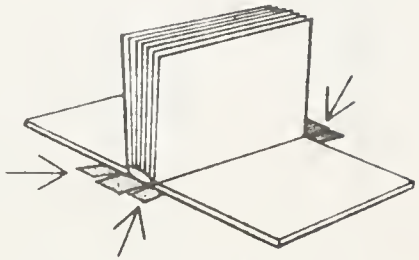
9. Lay strip of Demco 1/4" Filament Tape across each end of paper strip - extend half inch onto the sticky surface of Fastape.



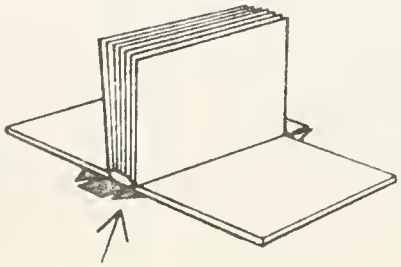
10. Picking up tape by the Plastic Folders, align a 3/4" width along front hinge of book as shown. Press down lightly. Remove Plastic Folders by pulling them carefully down and away.



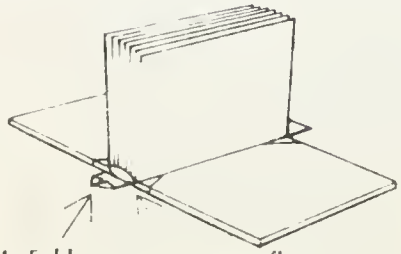
11. Bring tape across back of book, and press down lightly on other cover.



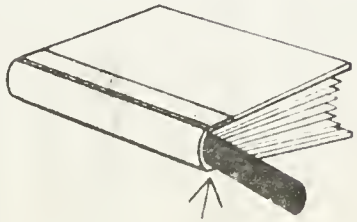
12. Cut from end of tape to cover as shown. Do same at opposite end.



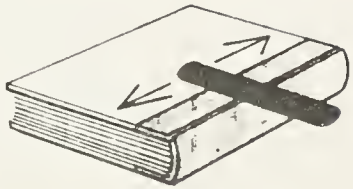
13. Cut triangular corner off outer flaps.



14. Fold corners of center flaps over. Fold down outer flaps on inside of each cover board.



15. Open book half way. Press wedge-shaped ends of tape down into spine of book with Plastic Folder.



16. Lay book on its side. Crease hinge grooves with edge of Plastic Folder. Rub down flat surfaces with flat side of folder to complete the job.

(Demco)

Inventory

XI. INVENTORY

Purpose

An inventory is necessary for replacement purposes, for determining which materials have been lost, strayed or stolen and, in some instances, for insurance purposes. Inventory is also an excellent method for evaluating the collection.

Frequency

The inventory is most advantageous if taken at least once a year. It can be scheduled at a stated period or divided according to the classification system and conducted on a continuous basis throughout the year.

Method

Regardless of when inventory is taken, the shelf list is the basis for taking it. The process is made easier if the shelves are first read to be sure all materials are in order. The cards in the shelf list and the copy numbers are then carefully compared with the material on the shelves and with cards in the charging tray which identify the materials in circulation, in special collections or at the bindery. Materials in poor condition should be removed for mending, binding or discarding. If an item cannot be located, a note should be made on the shelf list card indicating that the item is missing in inventory, the date and whether the item is to be replaced.

Inventory Follow-Up

If the material is to be replaced, a card should be filed in the order card file. If no replacement is desired, the material is a lost copy, and if after recheck the material still is not located, the shelf

list card for that material should be filed in a separate withdrawn file (as a record of lost material). Catalog cards for the material indicated by tracing on the shelf list card or main entry catalog card should be removed from the card catalog. A similar procedure should be followed for discarded materials.

Inventory Record

An annual inventory record should be maintained and should include:

1. Number of books and audiovisual materials by classification at the beginning of the year.
2. Number of additions to each classification during the year.
3. Number of books and audiovisual materials lost and discarded by classification during the year.
4. Total number of books and audiovisual materials currently owned by the library.

A card bearing this information, together with a card explaining all abbreviations used in taking inventory, should be filed at the front of the first drawer in the shelf list. A sample inventory card is illustrated below.

18. Inventory card for classified books

Inventory	Date.....			
	No.	No. Added	Lost or Disc.	Total
Reference books				
000 Gen Work				
100 Philosophy				
200 Religion				
300 Sociology				
400 Languages				
500 Science				
600 Useful Arts				
700 Fine Arts				
800 Literature				
900 History				
920 Biography				

Circulation System

XII. LOAN OR CIRCULATION SYSTEM

Definition

The loan or circulation system, or "charging system," is the method for keeping track of materials on loan to individuals or groups.

Loan or Circulation Desk Routine or Policies

1. Circulation routines should provide for the recording and filing of cards, which represent material circulated each day, in such a way that the cards may be easily consulted on demand. Each transaction should be recorded in a uniform manner.

2. Books are usually checked out for one to two weeks. Length of circulation of materials will depend upon the size of the collection, format of the materials and demand placed on the collection for class use.

   a. Audiovisual circulation depends on availability of materials and equipment. In most instances they are circulated for overnight use or for a few days.

   b. Reserve Materials

      When a teacher wishes to make a class assignment to a special group of materials, she usually requests that they be placed on "reserve." It is suggested that teachers be supplied with a standard form, specifying author, title and classification number, for submission of reserve request lists.

      The use of reserve materials by students is usually restricted to one period during the day and overnight home use.

c. Short-term Loans and Loan of Reference Materials

Sometimes a special demand for specific individual titles requires that as many readers as possible have access to them within a stated period. On such books the loan period may be temporarily restricted. Materials in the reference collection are usually not circulated. Occasionally, however, they may circulate to classrooms or to students for overnight use.

d. Classroom Collections

A classroom collection is a group of books and other materials borrowed from a central library by a teacher. The purpose of such collections is to supplement textbooks, reference material and reserve books while a specific unit of study is in progress.

Circulation Procedures (Oklahoma)

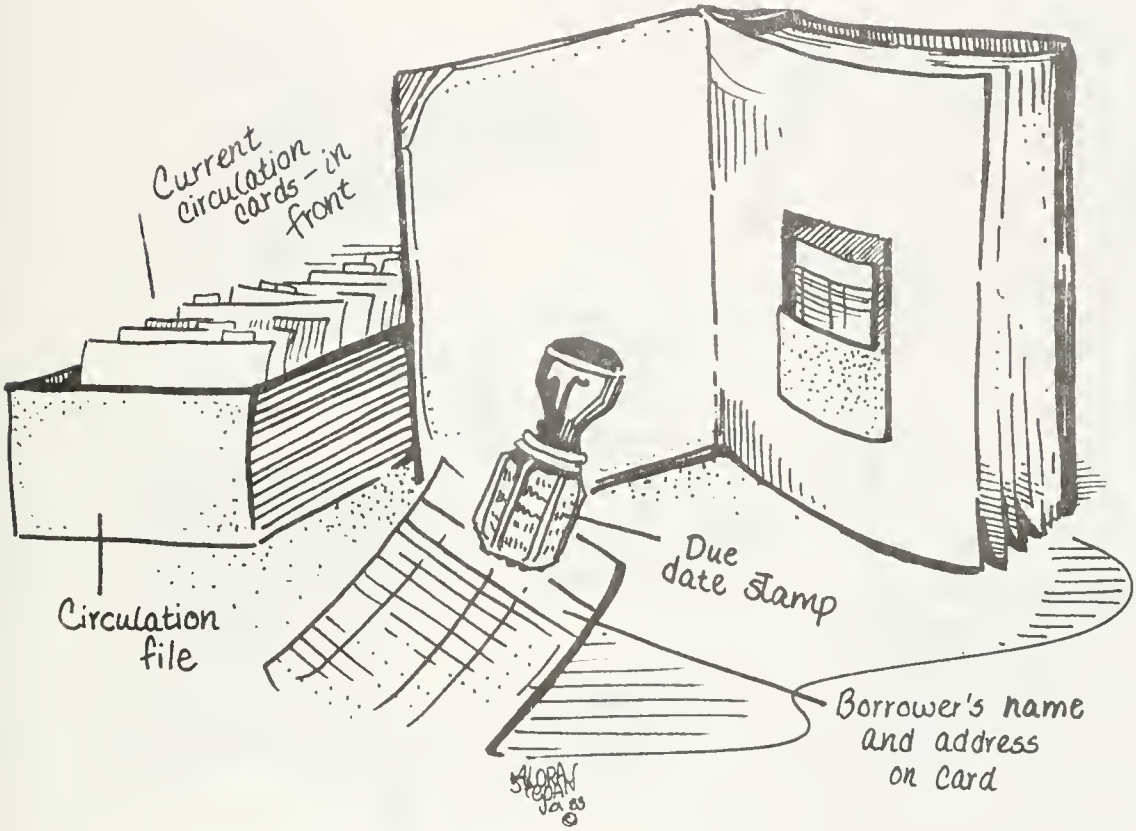
1. Checkout procedure

a. Student signs name and room number on borrower's card. See Appendix for special checkout forms.

b. Library aides stamp date due slip and borrower's card.

c. Place cards in front of circulation file. If daily circulation records are kept, count cards before filing at the end of the day.

d. Cards are filed behind a date due guide in various ways. These include filing all cards alphabetically by author, or alphabetically by author and the nonfiction by Dewey number. Another system that might be used is to file by accession number.



2. Check-in procedure

   a. Check the date due stamped on the item returned.

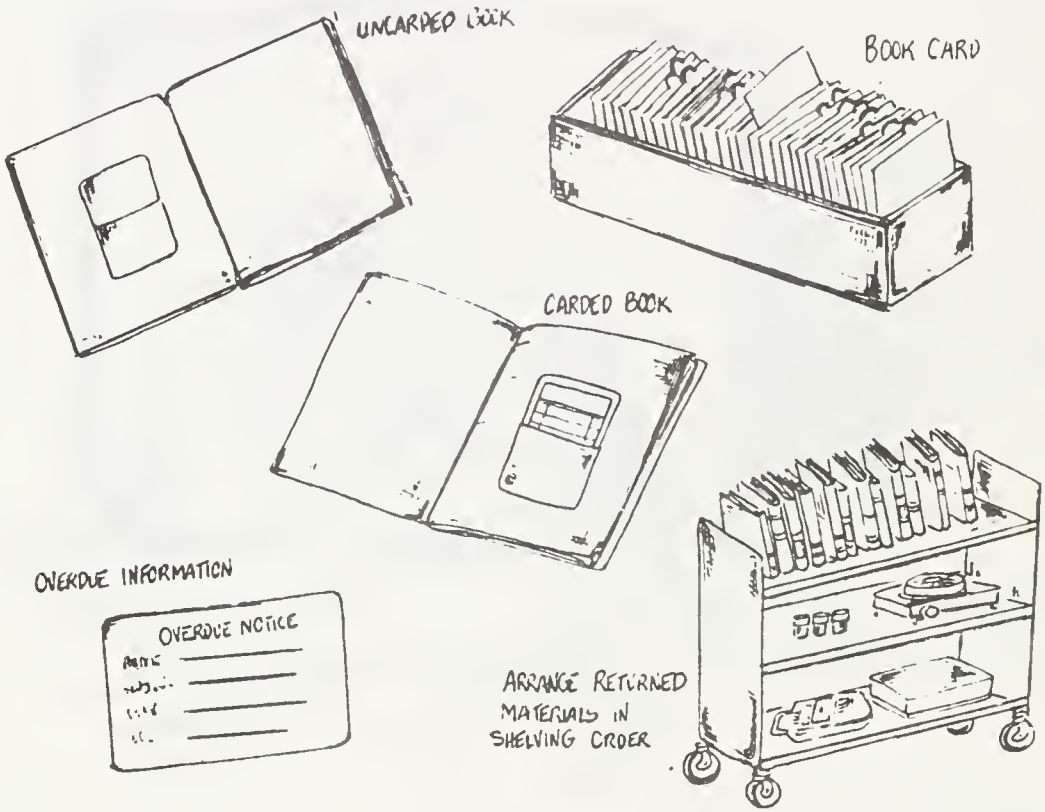
   b. Locate the borrower's card behind that date in the circulation file.

   c. Compare information on the card to the information on the book pocket to be certain it matches.

   d. If an overdue or fine list is maintained, remove name from list.

e. Note condition of materials and make a repair slip or send to the bindery if necessary. (See Appendix.)

f. Put materials (in shelf order) on a book truck to be reshelved.

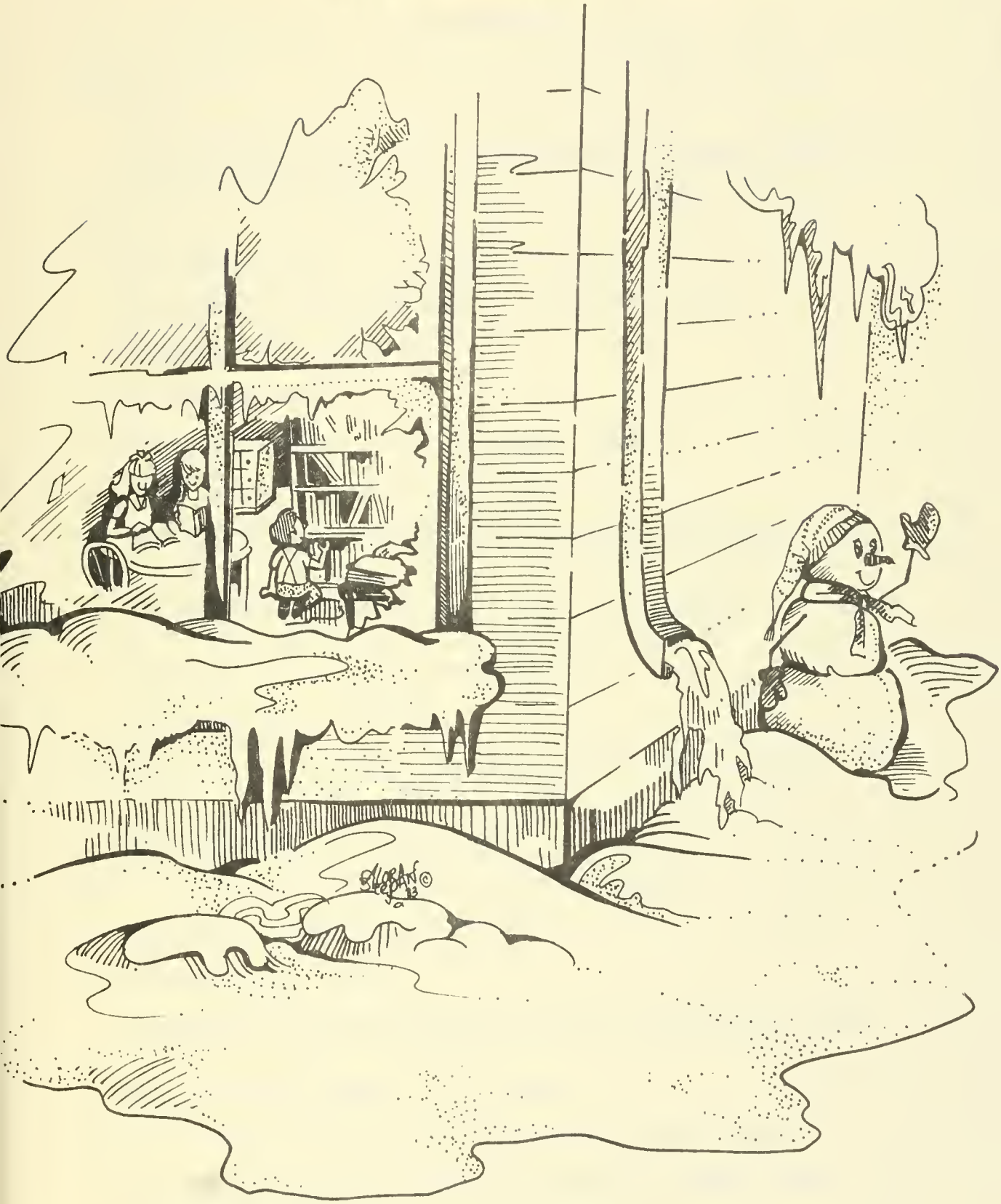


Circulation Statistics

While detailed circulation statistics are not mandatory in a school library, some records of circulation should be maintained. Minimum statistics consist of a simple record of fiction materials, nonfiction materials and nonbook materials circulated. Nonbook materials may be separated into audiovisual materials, magazines, pictures and vertical file materials. A count is usually made each day of cards representing material in circulation. For convenience the daily count is recorded on a

daily circulation slip available from library supply houses. A supply of these forms should be kept at the loan desk and the figures later transferred to a permanent circulation record.

Appendices



Appendix A

BIBLIOGRAPHY (Oklahoma)

American Guidance Services, Inc., Publishers Building, Circle Pines, MT 50014.

The Bookfinder: A Guide to Children's Literature About Needs and Problems of Youth Aged 2-15. Dreyer, Sharon Spredemann, 1977.

American Library Association, 50 E Huron Street, Chicago IL 60611

ALA Filing Rules. Filing Committee, 1980.

Anglo-American Cataloging Rules. 2nd edition, 1978.

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Media Programs: District and School. 1975.

Nonbook Materials: Organization of Integrated Collections. 2nd edition, 1980.

Self-Instruction Manuals for Filing Catalog Cards. Carothers, Diane, 1981.

Steps to Service. Nickel, Mildred, 1975.

Top of the News. Quarterly.

American Society of Educators, 1511 Walnut Street, Philadelphia PA 19102.

Media and Methods. 9 times yearly.

Bowker, R.R. Company, PO Bx 1807, Ann Arbor MI 48106.

Audio Visual Market Place. 1979.

Books in Print. Annual.

The School Library Media Program. Davies, Ruth Ann, 3rd edition, 1979.

School Library Journal. 9 times yearly.

Bro-Dart Foundation, 1807 Pembroke Road, Greensboro NC 27408.

The Elementary School Library Collection. Winkel, Lois, 13th edition, 1982.

Center for Applied Research in Education, Inc., PO Bx 130, West Nyack NY 10995.

The Elementary School Librarian's Almanac. Weisburk, Hildak, 1979.

School Librarian's Grade-by-Grade Activities Program. Kuhlthan, Carol Collier, 1981.

School Librarian's Workshop. 9 times yearly.

Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York NY 10017.

Children's Literature in the Elementary School. 3rd edition, Huck, Charlotte, 1979.

The Horn Book, Inc., Park Square Building, Boston MA 02116.

Horn Book Magazine. Bimonthly.

Kirkus Service, 200 Park Avenue S, New York NY 10003.

Kirkus Reviews. Semi-monthly.

Libraries Unlimited, Inc., PO Bx 263, Littleton CO 80160.

School Library Media Center. Prostano, Emanuel T., 2nd edition, 1977.

Media Review, 346 Ethan Allen Highway, Ridgefield CT 06830.

Media Review. 10 times yearly.

National Audio-Visual Association, Inc., Academic Building, Saw Mill Road, West Haven CT 06516.

Audio-Visual Equipment Directory. 1979.

Oklahoma State Department of Education, Library and Learning Resources Section, 2500 N Lincoln Blvd., Oklahoma City OK 73105.

Guidelines for Library Media Programs in Oklahoma. 1982.

Parker Publishing Company, Englewood Cliffs NJ 07632.

School Librarians Encyclopedia Dictionary. Marshall, Faye Dix, 1980.

Scott Foresman and Company, 1900 E Lake Avenue, Glenview IL 60025.

Children and Books. Sutherland, Zena, 5th edition, 1977.

A Critical Handbook of Children's Literature. Lukens, Rebecca J., 2nd edition, 1982.

Shoe String Press, PO Bx 4901, Syracuse NY 13221.

Principal's Handbook on the School Library Media Center. Martin, Betty, 1978.

Wilson, H.W., 950 University Avenue, Bronx NY 10452.

Children's Catalog. 14th edition, 1981.

Junior High School Library Catalog. 4th edition, 1980.

Senior High School Library Catalog. 11th edition, 1977.

Sears' List of Subject Headings. 11th edition, 1977.

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Appendix B
FREE AND INEXPENSIVE RESOURCES
BOOKS

Aubrey, Ruth H. Selected Free Materials for Classroom Teachers. 6th edition 1978. $4.50 (paperback), Fearon-Pitman.

Cardozo, Peter. The Second Whole Kids Catalog. 1977 $7.50 Bantam.

Diffor, John C. and Horkheimer, Mary F., eds. Educator's Guide to Free Filmstrips. 1980 $13.00 Educator's Progress.

Duvall, Charles R. and Krepel, Wayne J., eds. Educator's Index of Free Materials. 1979 $36.00 Educator's Progress.

Elementary Teacher's Guide to Free Curriculum Materials. 1979 $13.95 Educator's Progress.

Haislet, Barbara. The Rainbow Book. 1977 $3.50 Parkway Press.

Horkheimer, Foley A. and Alley, Louis E., eds. Educator's Guide to Free Health, P.E. and Recreation Materials. 1980 $16.50 Educator's Progress.

Saalheimer, Harriet. Super Treasury of Valuable Things You Can Get Free or Next To Nothing. 1976 $8.95 Prentice-Hall.

Saterstrom, Mary H. and Renner, John W., eds. Educator's Guide to Free Science Materials. 1980 $15.50 Educator's Progress.

Schloss, Patrick J. Learning Aids: Teacher-Made Instructional Devices. 1975 $19.00 C.C. Thomas.

Schrank, Jeffrey, ed. The Seed Catalog: A Guide to Teaching-Learning Materials. 1974 $6.95 Beacon Press.

Shaffer, Dale E. Posters for Teachers and Librarians: A Sourcebook of Free and Inexpensive Items. 1978 $3.50 D.E. Shaffer.

Shaffer, Dale E. Sources of Free Teaching Materials: 135 Lists to Write for plus over 1300 Pamphlet Titles. 1975 $3.95 D.E. Schaffer.

Suttles, Patrick H., ed. Educator's Grade Guide to Free Teaching Aids. 1979 $30.25 Educator's Progress.

Suttles, Patrick H., ed. Educator's Guide to Free Social Studies Materials. 1980 $16.75 Educator's Progress.

Hall, Sherry and Keith, Brenda. Teacher-Made Games: Any Teacher Can. 1974 $1.25 DOK Publications.

Green, Lee. Teaching Tools You Can Make. 1978 $3.95 Victor Books.

Feinman, Jeffrey. Freebies for Kids. 1975 $2.95 Wanderer Books.

Feinman, Jeffrey. Freebies: The Magazine with Something for Nothing. $5.00/year (12 issues) PO Bx 5605-134, Santa Monica CA 90405.

Keenan, Linda, ed. Educator's Index of Free Materials. 89th revised edition. 1980 $39.50 Educator's Progress.

Nehmer, Kathleen S., ed. Elementary Teacher's Guide to Free Curriculum Materials. 37th revised edition. 1980 $15.00 Educator's Progress.

Nehmer, Kathleen S., ed. Educator's Grade Guide to Free Teaching Aids. 1980 $33.25 Educator's Progress.

Osborn, Susan. Free Things for Teachers. 1982 $4.95 Putnam.

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"Teacher's Guide to Free and Inexpensive Materials on Energy." ED 175709. Mississippi State University 1978 24p. (no price quote).

"Some Sources of Free or Inexpensive Materials about Food and/or Nutrition." ED 151478. 1977 39p. $2.07.

"Inexpensive and Easily Made Instructional Materials: A Training Manual for Teachers and Parents for Working with Preschool Children." ED144283. 1977 57p. $3.50.

"How to Fill Your Toy Shelves Without Emptying Your Pocketbook: 70 Inexpensive Things to Do or Make." Southwest Educational Development Lab. 1976 61p. $3.95 publication number 130.
Order from: Council for Exceptional Children
1920 Association Drive
Reston VA 22091

"Free and Inexpensive Materials on Computing in Teaching and Learning Activities." Free for single copies; $1.00 for eight copies or more.
Order from: U-M CRLT EXTEND Exchange Library
109 Madison Street
Ann Arbor MI 48104

"Free Magazines for Teachers and Libraries 1974." 64p. 1974 $4.00.
Order from: Ontario Library Association
2487 Bloor Street West
Toronto 9, Ontario Canada

"Free and Inexpensive Materials for Teaching Conservation: Wildlife and Fish Section." ED051995. 37p. 1968 $1.95.

"Free Teaching Materials: Classroom and Curriculum Aids for Elementary School Science." ED034687. 1969 62p. $3.32.

"Inexpensive Books for Teaching the Classics: 19th Annual List." ED021495. 1968 20p. $1.59.

MONTANA sources of Free and Inexpensive Materials (write for free catalogs):

Montana Aeronautics Division
PO Bx 5178
Helena MT 59604

Department of Health & Environmental Sciences
State of Montana
Cogswell Building
Helena MT 59620

Mountain States Energy
PO Bx 3756
Butte MT 59702

Montana Heart Association
Professional Building
510 1st Avenue N
Great Falls MT 59401

Montana Power Company
Safety Department
40 E Broadway
Butte MT 59701

Montana Historical Society
225 N Roberts
Helena MT 59620

Montana Committee for the Humanities
Free-Loan Films
Instructional Materials Service
University of Montana
Missoula MT 59812

American Lung Association of Montana
825 Helena Avenue
Helena MT 59601

Department of Fish, Wildlife and Parks
State of Montana
1420 E 6th Avenue
Helena MT 59620

Appendix C

RECOMMENDED CHILDREN'S LITERATURE (Snavely)
PRIMARY

Anderson, LaVerne. THE STORY OF JOHNNY APPLESEED. Garrard Publishing Co. 1974. $5.49.

Bond, Michael. A BEAR CALLED PADDINGTON. Houghton Mifflin, Dell, 1960. pap. $1.25, hbk. $6.95.

Brow, Marcia. ONCE A MOUSE. Scribner, 1961. reinforced bdg. $8.95.

Dalgliesh, Alice. BEARS ON HEMLOCK MOUNTAIN. Scribner Sons, 1952. reinforced bdg. $7.95.

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DeJong, Meindert. SHADRACH. Harper Row, 1953. plb $8.79. Harper Row, 1980. pap. $1.95.

Gates, Doris. BLUE WILLOW. Viking Press, 1940. $8.95. Viking Press, 1976. pap. $1.50.

Lasker, Joe. HE'S MY BROTHER. Albert Whitman and Co., 1974. $6.50.

Lawson, Robert. BEN AND ME. Dell, 1973. pap. $1.25. Little Brown and Co., $6.97.

McCloskey, Robert. MAKE WAY FOR THE DUCKLINGS. Penguin, 1976. $2.51. Viking, 1969. $10.68.

Viorst. THE TENTH GOOD THING ABOUT BARNEY. Atheneum, 1971. $8.96 and $9.70.

White, E.B. CHARLOTTE'S WEB. Harper Row, 1952. pap. $1.95, hdbk $5.95.

Wilder, Laura Ingalls. ON THE BANKS OF PLUM CREEK. Harper Row, 1953. $8.76 and $10.62.

Yates, Elizabeth. CAROLINA'S COURAGE. E.P. Dutton, 1964. plb $7.50.

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INTERMEDIATE

Burch, Robert. QUEENIE PEAVY. Viking Press, 1966. plb $7.95.

Byars, Betsy. PINBALLS. Scol. Bk. Serv. 1979. pap. $1.25. Harper Row, 1977. $7.95.

Camus, Albert. THE REBEL. Knopf, Alfred A., Inc. Subs. of Random House, Inc. 1954. $10.00.

Collier, James L., Christopher. MY BROTHER SAM IS DEAD. Schol Book Services, 1977. pap. $1.95, $7.95.

Chute, Marchette. THE WONDERFUL WINTER. Dutton, 1954. plb $5.95

Clark, Ann Nolan. TO STAND AGAINST THE WIND. Viking Press, 1978, $8.73.

Cleaver, Bill and Vera. THE WHYS AND WHEREFORES OF LITTA BELLE LEE. NAL, 1976, pap. $1.50. Atheneum, 1973, $6.95.

Constant, Albert W. DOES ANYBODY CARE ABOUT LOU EMMA MILLER? T.Y. Croowell, 1979. $7.95.

DeAngeli, Marguerite. THE DOOR IN THE WALL: STORY OF MEDIEVAL LONDON. Doubleday and Co. Inc., pap. $1.95.

Estes, Eleanor. GINGER PYE. Harcourt, Brace Jovanovich, Inc., $8.50.

Field, Rachael. CALICO BUSH. Macmillan, 1966. $8.95

Forbes, Esther. JOHNNY TREMAIN. Houghton Mifflin, 1969. $6.27. Dell, 1969. pap. $2.51.

Hamilton. M.C. HIGGANS THE GREAT. Newberry, 1975. $6.39.

Hickman, Janet. VALLEY OF THE SHADOW. Macmillan, 1974. $7.95.

Hoban, Russell. THE MOUSE AND HIS CHILD. Avon, 1977. pap. $1.50.

Hunt, Irene. ACROSS FIVE APRILS. Grossett and Dunlap, Inc. 1978. pap. $1.25.

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McGraw, Eloise J. MASTER CORNHILL. Antheneum, 1973. $6.25.

O'Brien, Robert. MRS. FRISBY AND THE RATS OF NIMH. Atheneum. 1971. plb $8.95.

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Savage, Christina. DAWN WIND. Dell, 1980. pap $2.50.

Taylor, Mildred. ROLL OF THUNDER, HEAR MY CRY. Bantam, 1978. pap. $1.95. Dial Press, 1976. $7.95.

Trevinao, Elizabeth B. I, JUAN DE PAREJA. Dell, 1978. pap. $1.25. Farrar, Straus and Giroux, 1978. $6.97.

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UPPER LEVEL

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Babbit, Natalie. KNEEKNOCK RISE. Farrar, Straus and Giroux, 1970. $6.95.

Bowden, Nina. THE PEPPERMINT PIG. Harper Row, 1975. $9.40.

Branscum, Robbie. SAVING OF P.S. Dell, 1979. pap. $1.25. Doubleday, 1977. $5.95.

Bulla, Clyde. THE SWORD IN THE TREE. Viking, 1970. $9.70.

Byars, Betsy. THE CARTOONIST. Viking Press, 1978. $7.95. Dell, 1978.

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Cameron, Eleanor. JULIA AND THE HAND OF GOD. Dutton, 1977. Lib. bdg. $8.95.

Carlson, Natalie S. FAMILY UNDER THE BRIDGE. Harper Row, 1958. PLB $9.89.

Cohen, Barbara. BENNY. Lothrop, 1977. $7.25.

Cooper, Susan. DAWN OF FEAR. Harbrace J., 1970. $5.95.

DeAngeli, Marguerite. THEE HANNAH. Doubleday, $7.95.

Felton, Harold W. MUMBET: THE STORY OF ELIZABETH FREEMAN. Dodd, Mead and Co. 1970. plb $6.95.

Fitzhugh, Louise. NOBODY'S FAMILY IS GOING TO CHANGE. Dell, 1975. pap. $1.50.

George, Jean Craighead. MY SIDE OF THE MOUNTAIN. Dutton, $9.99.

Gipson. OLD YELLER. Harper and Row, 1956. pap. $7.67, hbk. $10.62.

Gray, Elizabeth J. ADAM OF THE ROAD. Viking Press, 1942. $10.00.

Hearne, Betsy G. SOUTH STAR. Atheneum, 1977. $7.95.

Heide, Florence P. WHEN THE SAD ONE COMES TO STAY. Lippincott, 1975. $6.95.

Henry, Marguerite. JUSTIN MORGAN HAD A HORSE. Rand McNally, 1954, pap. $2.95, hdb. $6.95.

Henry, Marguerite. MISTY OF CHINCOTEAGUE. Rand McNally, $6.27.

Hopkins, Lee Bennett. MAMA. Dell, 1978. $1.46.

Konigsburg, E.L. JENNIFER, HECATE, MACBETH, WILLIAM MCKINLEY, AND ME, ELIZABETH. Atheneum, 1967. pap. $1.95, plb $8.95.

Krumgold, Joseph. AND NOW MIGUEL. Apollo Eds. 1970. pap. $4.95. T.Y. Crowell, 1953. $8.95.

Krumgold, Joseph. OHION JOHN. T.Y. Crowell, 1959. $9.07.

L'Engle, Madeline. A WRINKLE IN TIME. Farrar, Straus and Giroux, 1962. $5.57.

Latham, Jean L. CARRY ON, MR. BOWDITCH. Houghton Mifflin, 1955. $7.95.

Lawson, Robert. RABBIT HILL. Viking, 1944. $9.70.

Lenski, Lois. JUDY'S JOURNEY. Lippincott, 1947. $8.95.

Lenski, Lois. STRAWBERRY GIRL. Harper Row, 1945. $7.67.

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Petry, Ann. TITUBA OF SALEM VILLAGE. Crowell, 1964. $9.07.

Rawls, Wilson. SUMMER OF THE MONKEYS. Doubleday, 1976. $10.68.

Selden, George. CRICKET IN TIMES SQUARE. Dell, 1970. pap. $1.25. Farrar, Straus and Giroux, 1960. $7.95.

Snyder, Zilpha K. THE EGYPT GAME. Atheneum, 1972. pap. $2.95, 1967, $8.95.

Snyder, Zilpha K. THE HEADLESS CUPID. Atheneum, 1971. $8.95, 1975, pap. $1.95.

Snyder, Zilpha K. THE VELVET ROOM. Atheneum, 1965. plb $7.95. 1977, pap. $1.95.

Sperry, Armstrong. CALL IT COURAGE. Macmillan, 1940. $7.95. 1971, pap. $1.50.

Tate, Eleanora E. JUST AN OVERNIGHT GUEST. Dial, 1980. $8.95.

Wojciechowska, Maria. SHADOW OF A BULL. Atheneum, 1972. $8.73.

Appendix D

PUBLISHERS

Albert Whitman and Co.
560 W Lake St
Chicago IL 60606

Atheneum
597 Fifth Av
New York NY 10017

Avon
959 Eighth Av
New York NY 10019

Bantam Book Inc
414 E Golf Rd
Des Plaines IL 60016

Dell
1 Dag Hammarskjold Plaza
245 E 47th St
New York NY 10017

Dial Press
1 Dag Hammarskjold Plaza
245 E 47th St
New York NY 10017

Dodd, Mead and Co
79 Madison Av
New York NY 10016

Doubleday and Co Inc.
501 Franklin Av
Garden City NY 11530

Dutton
2 Park Av
New York NY 10016

Farrar, Straus and Giroux
19 Union Square W
New York NY 10003

Garrand Publishing Co
107 Cherry St
New Canaan CT 06840

Grossett and Dunlap Inc
51 Madison Av
New York NY 10010

Harcourt Brace Javanovich, Inc
757 Third Av
New York NY 10017

Harper Row
1700 Montgomery St
San Francisco CA 94111
Orders:
Keystone Industrial Park
South Canton PA 18512

Houghton Mifflin
2 Park St
Boston MA 02107
Orders:
Wayside Road
Burlington MA 01803

Knopf, Alfred A, Inc
Subs of Random House Inc
400 Hahn Rd
Westminster MD 21157

Lippincott
53rd St
New York NY 10027

Little Brown and Co
34 Beacon St
Boston MA 02106
Orders:
200 West St
Waltham MA 02154

Lothrop
105 Madison Av
New York NY 10016

MacMillan Pub Co Inc
866 Third Av
New York NY 10022

Rand McNally PO Bx 7600
Chicago IL 60680

Scholastic Book Services
9006 Sylvan Av
Englewood Cliffs NJ 076732

Scribner and Sons
597 Fifth Av
New York NY 10017

T Y Crowell
10 E 53rd St
New York NY 10022

Viking Press
625 Madison Av
New York NY 10022
Orders:
Viking Penguin Inc.
299 Murray Hull Pkwy
East Rutherford NY 07073